Glossary for Important Concepts

For postgraduate entrance examination of psychology

Efforts by

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"True knowledge is not attained by thinking. It is what you are; it is what you become."

— *Sri Aurobindo & The Mother*

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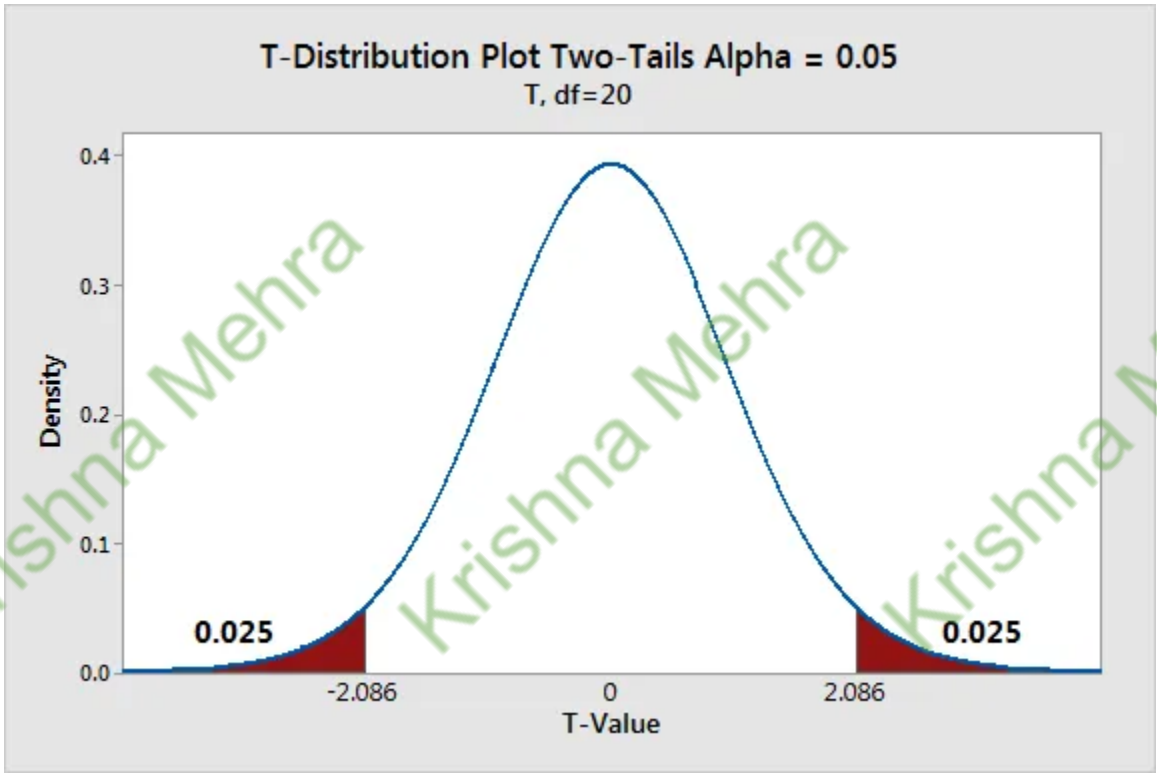
1 TAIL 2 TAIL REGION OF REJECTION

Two-tailed hypothesis tests are also known as ***nondirectional*** and two-sided tests because you can test for effects in both directions. When you perform a two-tailed test, you split the significance level percentage between both tails of the distribution. In the example below, I use an alpha of 5% and the distribution has two shaded regions of 2.5% (2 * 2.5% = 5%).



In a two-tailed test, the ***generic null and alternative hypotheses*** are the following:

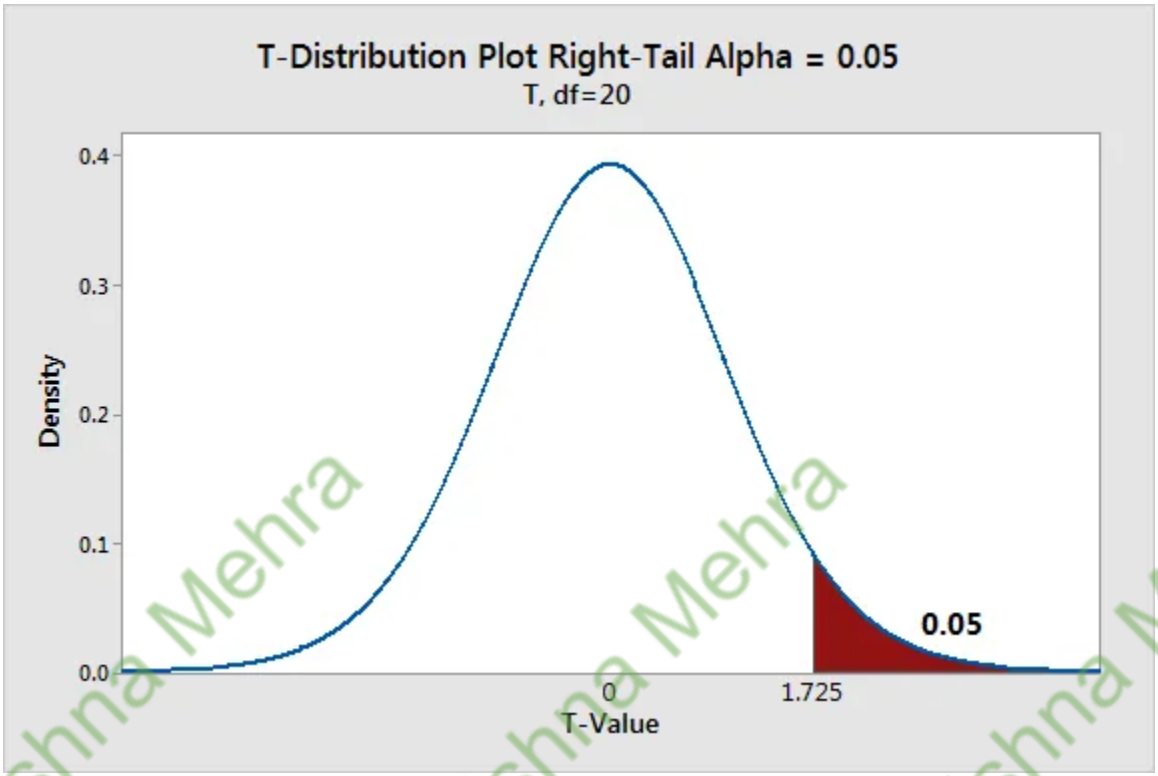
Null: The effect ***equals zero***.

Alternative: The effect ***does not equal zero***.

One-tailed hypothesis tests are also known as ***directional*** and one-sided tests because you can test for effects in only one direction. When you perform a one-tailed test, the entire significance level percentage goes into the extreme end of one tail of the distribution.

Null: The effect is less than or equal to zero.

Alternative: The effect is greater than zero.



Null: The effect is greater than or equal to zero.

Alternative: The effect is less than zero.

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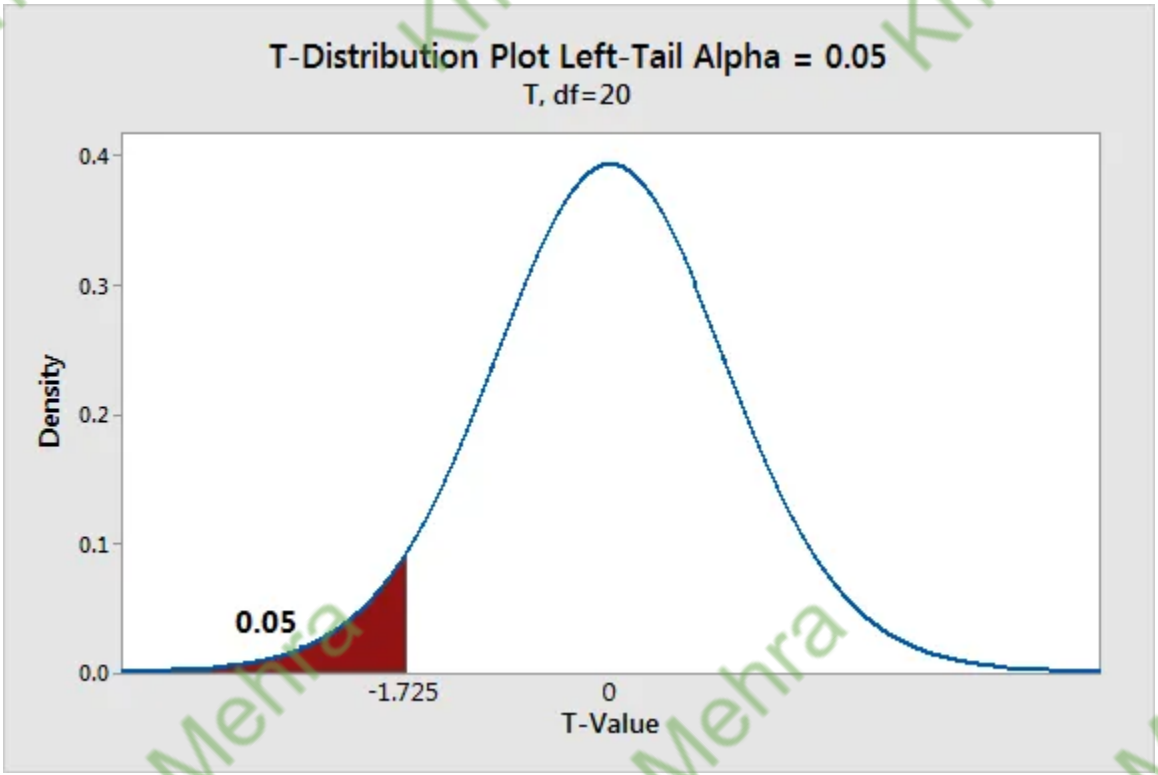

The **rejection region** is the interval, measured in the sampling distribution of the statistic under study, that leads to rejection of the null hypothesisH0 in a hypothesis test. The rejection region is complementary to the acceptance region and is associated with a probability α, called the significance level of the test or type I error.

1. ABA REVERSAL DESIGN

A single-subject design in which measurements are made of the target behaviour during a baseline period (A), then an experimental treatment (B) is given, and the target behaviour is measured again. Finally, the experimental treatment is removed (return to A) and the target behaviour measured.

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2. ABAB REVERSAL DESIGN/ WITHDRAWAL DESIGN

- *An extension of the single-subject reversal design in which the final phase is a reintroduction of the experimental treatment (B). This design is often employed when it is desirable to reinstate a beneficial treatment at the end of the study.*
- One of the most basic experimental designs in single-case research is called the ABAB design.
- The different letters refer to different phases of the intervention.
- ***The first A*** phase serves as a ***baseline condition***. Here we simply collect data on or from the participant.
- Then, in the ***first B phase,*** we ***introduce our treatment***. Perhaps the person's behavior changes in some way.
- Even if there is a change, however, we are not justified in concluding that it was due to the introduction of our treatment. Other factors might have coincided with its introduction, so any association between the treatment and the behaviour change might be spurious.
- To establish whether it really was the treatment that was important, we, therefore, ***withdraw the treatment*** and see what happens. This is the reasoning behind the ***second A phase*** (i.e., at the ABA point).
- Finally, to demonstrate that the behavior observed during the ***B phase*** is attainable once again, we ***reinstate our treatment*** and see if the behavioral changes we saw in the first B phase become apparent again.

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3. ABBA COUNTERBALANCING

Used in within-subjects designs. Conditions A and B are administered to each participant in the ABBA or BAAB order. The goal of counterbalancing is to ensure internal validity by controlling the potential confounds created by sequence and order effects. A sequence effect (e.g., practice) occurs when responses to a condition are influenced by the sequence in which conditions are presented.

4. ABC MODEL OF COGNITION

The ABC model is a basic CBT technique. It's a framework that assumes your beliefs about a specific event affect how you react to that event. A therapist may use the ABC model to help you challenge irrational thoughts and cognitive distortions. This allows you to restructure these beliefs and adopt a healthier response.

The ABC model was created by Dr Albert Ellis, a psychologist and researcher.

A. Adversity or activating event.

B. Your beliefs about the event. It involves both evident and underlying thoughts about situations, yourself, and others.

C. Consequences, which includes your behavioural or emotional response.

It's assumed that B links A and C. Additionally, B is considered to be the most crucial component. That's because CBT focuses on changing beliefs (B) in order to create more positive consequences (C). When using the ABC model, your therapist helps you explore the connection between B and C. They'll focus on your behavioral or emotional responses and the automatic beliefs that might be behind them. Your therapist will then help you reevaluate these beliefs. Over time, you'll learn how to recognize other potential

beliefs (B) about adverse events (A). This allows the opportunity for healthier consequences (C) and helps you move forward.

Over time, you'll learn how to recognize other potential beliefs (B) about adverse events (A). This allows the opportunity for healthier consequences (C) and helps you move forward.

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5. ACCOMMODATION: SOCIAL

Accommodation is a term developed by psychologist ***Jean Piaget*** to describe what occurs when new information or experiences

cause you to modify your existing schemas. Rather than make the further information fit into an existing schema, you change the schema in order to accommodate the further information.

6. ACCOMODATION

the ability of the eye to change its focus from distant to near objects (and vice versa). This process is achieved by the lens changing its shape. Accommodation is the adjustment of the optics of the eye to keep an object in focus on the retina as its distance from the eye varies.

7. ACUTE DISORDER

- Acute stress disorder is caused by any traumatic event or Exposure to actual or threatened death, serious injury, or a sexual violation.
- Symptoms are categorized into five categories that are an intrusion, negative mood, dissociation, avoidance, and arousal.
- The duration of this disturbance is 3 days to 1month after trauma exposure.
- Acute stress disorder is an intense, unpleasant, and dysfunctional reaction beginning shortly after an overwhelming traumatic event and lasting less than a month. If symptoms persist longer than a month, people are diagnosed as having posttraumatic stress disorder (PTSD).

8. ADHD

➔ It refers to attention deficit hyperactivity disorder and the three main symptoms are inattention, hyperactivity, and impulsivity.

➔ The timeline is 6 months, so symptoms should be there for at least 6 months.

➔ The ratio related to gender is 2:1.

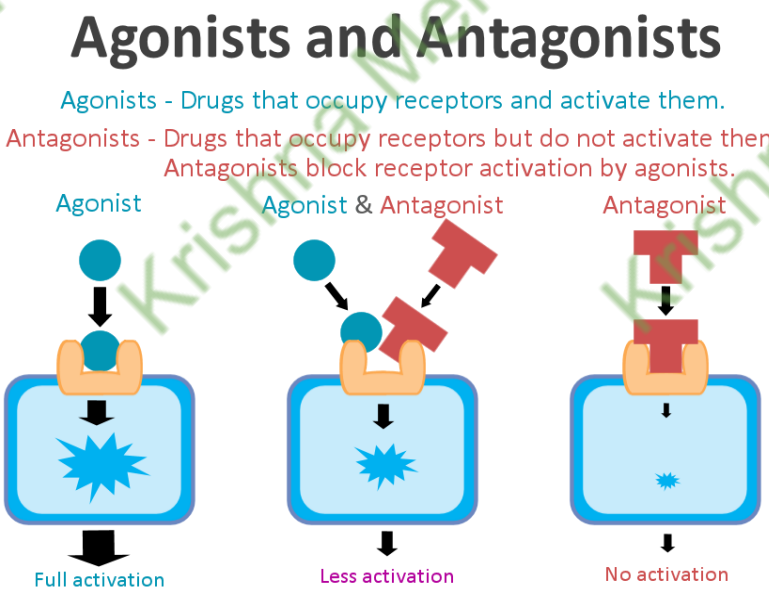
➔ It is more frequent in males than females.

9. ADLER: SOCIAL URGES

Adlerian theory purports that ***humans are social beings*** and therefore all ***behavior is socially embedded and has social meaning*** (Watts, 2000b). Adler emphasized the importance of relationships and being connected to others, including the larger ***community*** in which people reside.

10. AGONIST

An agonist is a drug that binds to the receptor, producing a similar response to the intended chemical and receptor.


Agonists and Antagonists
Agonists - Drugs that occupy receptors and activate them.
Antagonists - Drugs that occupy receptors but do not activate them
Antagonists block receptor activation by agonists.
Agonist
Agonist & Antagonist
Antagonist
Full activation
Less activation
No activation

11. AINSWORTH ATTACHMENT STYLES

- Psychologist **Mary Ainsworth** devised an assessment technique called the **Strange Situation Classification (SSC)** to investigate how attachments might vary between children.

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- The procedure, known as the '*Strange Situation*,' was conducted by observing the behavior of the infant in a series of eight episodes lasting approximately 3 minutes each:
    1. Mother, baby, and experimenter (lasts less than one minute).
    2. Mother and baby alone.
    3. A stranger joins the mother and infant.
    4. Mother leaves baby and stranger alone.
    5. Mother returns and the stranger leaves.
    6. Mother leaves; infant left completely alone.
    7. Stranger returns.
    8. Mother returns and the stranger leaves.
- Ainsworth (1970) identified three main attachment styles, **secure (type B), insecure-avoidant (type A), and insecure ambivalent/resistant (type C)**. She concluded that these attachment styles were the result of early interactions with the mother.
- **A fourth attachment style known as disorganized was later identified** (Main, & Solomon, 1990).

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	Secure	Resistant	Avoidant
Separation Anxiety	Distressed when mother leaves	Intense distress when the mother leaves	No sign of distress when the the mother leaves
Stranger Anxiety	Avoidant of stranger when alone, but friendly when the mother is present	The infant avoids the stranger - shows fear of the stranger	The infant is okay with the stranger and plays normally when the stranger is present
Reunion behavior	Positive and happy when mother returns	The infant approaches the mother, but resists contact, may even push her away	The Infant shows little interest when the mother returns
Other	Uses the mother as a safe base to explore their environment	The infant cries more and explores less than the other two types	The mother and stranger are able to comfort the infant equally well
% of infants	70%	15%	15%

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12. AMNESIA

It is a kind of **memory loss**. Some people can't form new memories. The primary symptom of amnesia is memory loss or the inability to form new memories.

Amnesia, in the Greek language, means "forgetfulness." However, amnesia is far more complicated and severe than everyday forgetfulness

A. **Retrograde amnesia** - Retrograde amnesia (RA) is a loss of memory access to events that occurred or information that was learned in the past. It is caused by an injury or the onset of a disease.

B. **Anterograde amnesia** - Anterograde amnesia is a condition in which a person is unable to create new memories after an amnesia-inducing event.

C. **Transient Global Amnesia**- Transient global amnesia is a sudden, temporary episode of memory loss that can't be attributed to a more common neurological condition, such as epilepsy or stroke.

During an episode of transient global amnesia, your recall of recent events simply vanishes, so you can't remember where you are or how you got there.

D. Infantile/childhood amnesia- Most people can't remember the first three to five years of life. This common phenomenon is called infantile or childhood amnesia.

13. ANOXIA

Anoxia is an extreme form of hypoxia (low levels of oxygen in the blood) in which there is a complete lack of oxygen supply to the body as a whole or to a specific organ or tissue region. Anoxia can result from inadequate amounts of oxygen in the air, such as at high altitudes, from an inability of your blood to load and carry oxygen to tissues and organs,

from the inability of the heart to pump and distribute the oxygenated blood adequately, or from respiratory failure that prevents the blood from picking up oxygen in the lungs.

14. APHASIA

Aphasia is a disorder that results from damage to areas of the brain that produce and process language. A person with aphasia **can have trouble speaking, reading, writing, and understanding language**. Impairment in these abilities can range from mild to very severe (nearly impossible to communicate in any form).

15. APRAXIA

Apraxia is a **neurological disorder** characterized by the **inability to perform learned (familiar) movements on command**, even though the command is understood and there is a willingness to perform the movement. Both the desire and the capacity to move are present but the person **simply cannot execute the act**.

16. ARCHETYPES

- ➔ Archetypes are **ancient or archaic images** that derive from the collective unconscious. They are similar in that they are emotionally toned collections of associated images. Archetypes are generalized and derive from the contents of the collective unconscious.
- ➔ Archetypes are expressed indirectly and, when activated, **it expresses itself through dreams, fantasies, and delusions.**

- **Dreams are the main source of archetypal materials** and offer what Jung considered **proof for the existence of archetypes**. Dreams produce motifs that could not have been known to the dreamer through personal experience.
- ***Persona*** - Persona is the **side of personality that people show to the world**. Not necessarily the same as the public face that one shows others.
- ***Shadow*-** Shadow is the **archetype of darkness and repression**, representing the **qualities that we do not wish to acknowledge but attempt to hide from ourselves and others.**
- **Anima -** Anima is the f**eminine side of men** and originates in the collective unconscious as an archetype and remains extremely resistant to consciousness.
- **Animus-** Animus is the **masculine side of women** and originates in the collective unconscious as an archetype that, too, is resistant to consciousness.
- Both anima and animus can influence the relationship of men and women with partners.
- **Great mother/godmother/mother of god/ mother nature/ mother earth/stepmother/ witch -** Great mother is a **derivative of the animus and anima**. Every man and woman possesses a great mother archetype. The great mother represents the **opposing forces of fertility and nourishment** on the one hand and **power and destruction** on the other. It is also known as godmother, Mother of God, Mother Nature, Mother Earth, the stepmother, and even a witch.
- **Wise old man-** Wise Old Man is also a **derivative of anima and animus**. The archetype is **representative of wisdom and meaning** and symbolizes human's pre-existing knowledge of the mysteries of life. The wise old man archetype is

personified in dreams as a father, grandfather, teacher, philosopher, guru, doctor, or priest.

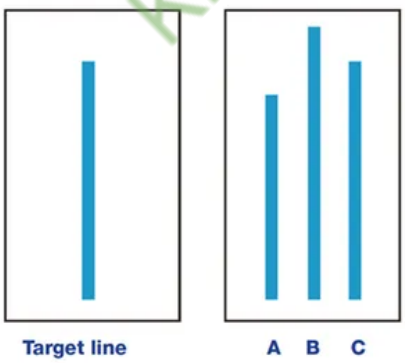
- ➔ **Hero-** Hero is an archetype that is represented in mythology and legends as a **powerful person**, sometimes part god, and one who fights evil. At the same time, the hero **serves as a model for the ideal personality!**
- ➔ **Self-** The self is the most powerful archetype. Jung believed that each person possesses an **inherited tendency to move toward growth, perfection, and completion, and he called this innate disposition the self**. The most comprehensive of all archetypes, the **self is the archetypes of archetypes** because **it pulls together the other archetypes and unites them in the process of self-realization.**

17. ARCHIVAL RECORD

Archival research is research that involves searching for and extracting information and evidence from original archives. Archives are historical – non-current – documents, records and other sources relating to the activities and claims of individuals, entities or both. **Archival records** are an invaluable tool of data gathering for case study research that is focused on the past and its impact on the present.

18. ASCH EXPERIMENT

- ➔ **Solomon Asch** experiment to investigate the extent to which social pressure from a majority group could affect a person to conform.



- In each experiment, a naive student participant was placed in a room with several other confederates who were "in on" the experiment. The naive subjects were told that they were taking part in a "vision test." All told, a total of 50 students were part of Asch's experimental condition.
- The confederates were all told what their responses would be when the line task was presented. The naive participant, however, had no inkling that the other students were not real participants. After the line task was presented, each student was verbally announced which line (either 1, 2, or 3) matched the target line.
- There were 18 different trials in the experimental condition, and the confederates gave incorrect responses in 12 of them, which Asch referred to as the "critical trials." The purpose of these critical trials was to see if the participants would change their answers to conform to how the others in the group responded.
- During the first part of the procedure, the confederates answered the questions correctly. However, they eventually began providing incorrect answers based on how they had been instructed by the experimenters.

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- ➔ The study also included 37 participants in a control condition. To ensures that the average person could accurately gauge the length of the lines, the control group was asked to individually write down the correct match. According to these results, participants were very accurate in their line judgments, choosing the correct answer 99% of the time.
- ➔ Nearly 75% of the participants in the conformity experiments went along with the rest of the group at least one time.

19. ASSUMPTIONS OF MEAN

20. ATTACHMENT

- ➢ Attachment is a special emotional relationship that involves an exchange of comfort, care, and pleasure.
- ➢ **John Bowlby - Father of attachment theory.**
- ➢ John Bowlby devoted extensive research to the concept of attachment, describing it as a "lasting psychological connectedness between human beings."

21. ATTACHMENT STYLES

- ➔ Attachment styles are characterized by different ways of interacting and behaving in relationships.
- ➔ During early **childhood**, **PARENT - CHILDREN INTERACTION**
- ➔ In **adulthood**, attachment styles are used to describe patterns of attachment in **ROMANTIC RELATIONSHIPS.**
- ➔ **4 major attachment styles- secured, ambivalent, disordered, and avoidant.**

- Children who are **securely attached** generally become visibly upset when their caregivers leave and are happy when their parents return. When frightened, these children will seek comfort from the parent or caregiver.
- Children who are **ambivalently attached** tend to be extremely suspicious of strangers. These children display considerable distress when separated from a parent or caregiver, but do not seem reassured or comforted by the return of the parent. In some cases, the child might passively reject the parent by refusing comfort, or may openly display direct aggression toward the parent.
- Children with **avoidant attachment** styles tend to avoid parents and caregivers. This avoidance often becomes especially pronounced after a period of absence. These children might not reject attention from a parent, but neither do they seek out comfort or contact. Children with an avoidant attachment show no preference between a parent and a stranger.
- Children with a **disorganized-insecure attachment** style show a lack of clear attachment behavior. Their actions and responses to caregivers are often a mix of behaviors, including avoidance or resistance. These children are described as displaying dazed behavior, sometimes seeming either confused or apprehensive in the presence of a caregiver.

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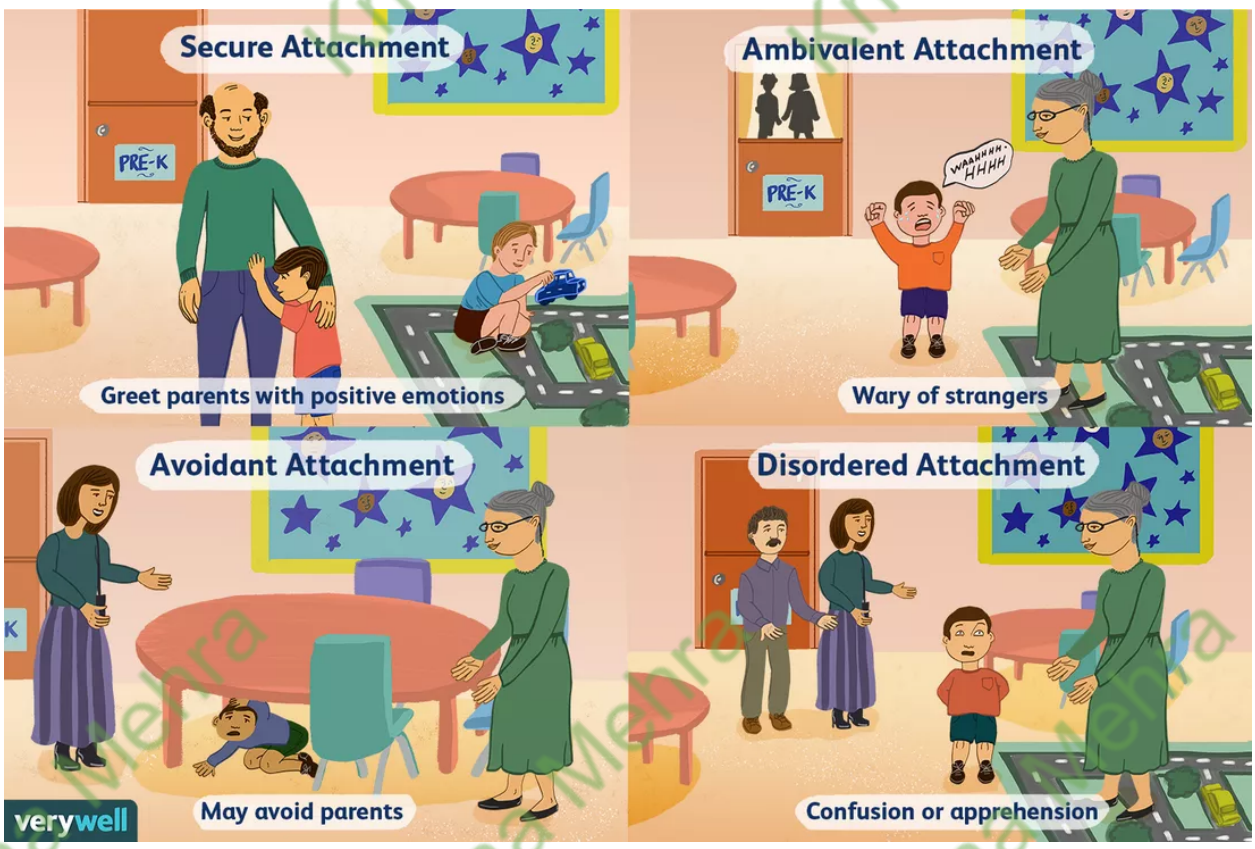

22. AUTHENTIC ASSESSMENT

Authentic assessment is where students thoughtfully apply their acquired skills to a new situation or environment. Assessments are authentic if they are realistic, require judgement and innovation and assess students' ability to effectively use their knowledge or skills to complete a task.Five dimensions of authentic assessment were distinguished: (a) the assessment task, (b) the physical context, (c) the social context, (d) the assessment result or form, and (e) the assessment criteria. These dimensions can vary in their level of authenticity (i.e., they are continuums).

23. AUTOGYNEPHILIA

Autogynephilia (derived from Greek for 'love of oneself as a woman) is the term **Blanchard** coined for "a **male's propensity to be sexually aroused by the thought of himself as a female"**

24. AUTOKINETIC EFFECT

Autokinetic effect, illusory movement of a single still object, usually a stationary pinpoint of light used in psychology experiments in dark rooms.

Used by Sherif in an experiment to investigate Conformity.

25. BASE FULL RANGE MODEL OF LEADERSHIP

All the components that come under the transformational leadership style are there termed as 4Is.

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Exhibit 12-4 Characteristics of Transactional and Transformational Leaders

Transactional Leader

Contingent Reward: Contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments.

Management by Exception (active): Watches and searches for deviations from rules and standards, takes correct action.

Management by Exception (passive): Intervenes only if standards are not met.

Laissez-Faire: Abdicates responsibilities, avoids making decisions.

Transformational Leader

Idealized Influence: Provides vision and sense of mission, instills pride, gains respect and trust.

Inspirational Motivation: Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways.

Intellectual Stimulation: Promotes intelligence, rationality, and careful problem solving.

Individualized Consideration: Gives personal attention, treats each employee individually, coaches, advises.

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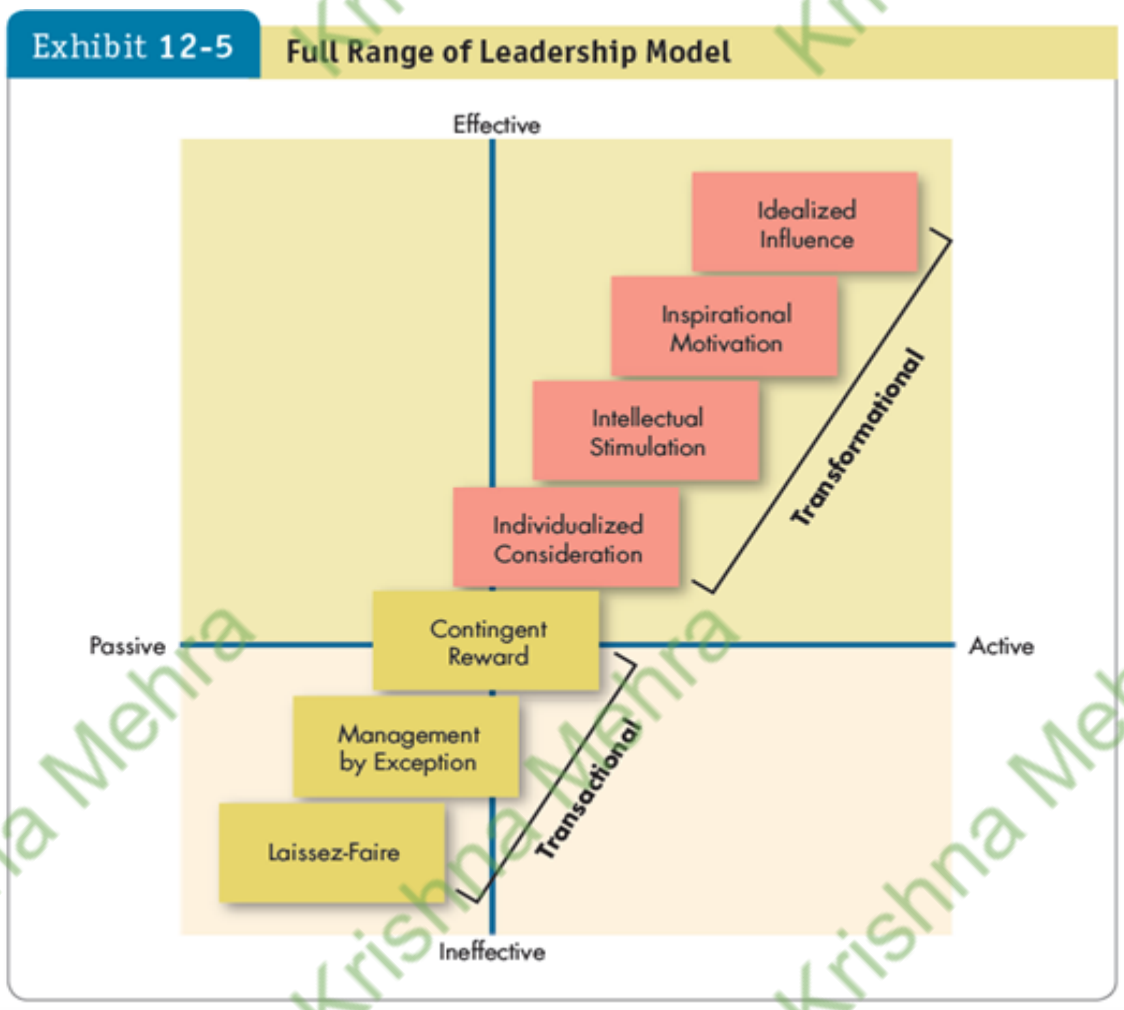

26. BASE RATE

The **naturally occurring frequency of a phenomenon in a population**.

An example is the percentage of students at a particular college who have a major depressive disorder. This rate is often contrasted with the rate of the phenomenon under the influence of some changed condition to determine the degree to which the change influences the phenomenon.

In OB, the **percentage of job applicants who would succeed in the job if all were hired**. Base rates are used to measure the effectiveness of employment tests.

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27. CONFORMITY

Identification is when people are influenced by someone who is liked and respected, such as a famous celebrity. **Internalization** is when people accept a belief or behavior and agree both publicly and privately.

28. BEHAVIOR POTENTIAL ROTTER (LOC)

- ➔ The main idea in **Julian Rotter's** social learning theory is that **personality represents an interaction of the individual with his or her environment.**
- ➔ One cannot speak of a **personality**, internal to the individual, that is independent of the environment. Neither can one focus on behavior as being an automatic response to an objective set of environmental stimuli. Rather, to understand behavior, one must take both the **individual** (i.e., his or her life history of learning and experiences) and the **environment** (i.e., those stimuli that the person is aware of and responding to) into account.
- ➔ Rotter describes personality as a relatively stable set of potentials for responding to situations in a particular way.
- ➔ Rotter has four main components to his social learning theory model predicting behavior. These are **behavior potential, expectancy, reinforcement value, and the psychological situation.**
    a. ***Behavior Potential.*** Behavior potential is the *likelihood of engaging in a particular behavior in a specific situation*. In other words, what is the probability that the person will exhibit a particular behavior in a situation?

b. ***Expectancy***. Expectancy is the subjective *probability that a given behavior will lead to a particular outcome or reinforcer*. How likely is it that the behavior will lead to the outcome?

c. ***Reinforcement Value.*** Reinforcement is another name for the outcomes of our behavior. Reinforcement value refers to the *desirability of these outcomes*. Things we want to happen, that we are attracted to, have a high reinforcement value. Things we don't want to happen, that we wish to avoid, have a low reinforcement value.

Predictive Formula. Behavior Potential (BP), Expectancy (E), and Reinforcement Value (RV) can be combined into a predictive formula for behavior:

BP = f(E & RV)

d. ***Psychological Situation.*** The psychological situation represents Rotter's idea that each individual's experience of the environment is unique.

29. BEHAVIOUR MODELING METHOD OF TRAINING

Behavior modeling, also often called Behavior Modeling Training (BMT), has become one of the most widely used and well researched psychologically based training interventions. Behavior modeling is widely used for interpersonal skills training and is a common component of many management training programs. The approach is based on Bandera's social learning theory. Social learning theory emphasizes four component processes: (1) attention, including modeled events and observer characteristics, (2) retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal), (3) reproduction, including physical capabilities, self-observation of

reproduction, accuracy of feedback, and (4) motivation, including external, vicarious and self-reinforcement. Vicarious reinforcement occurs when a trainee sees a model being reinforced for using certain behaviors. Behavior modeling typically involved five steps: ***modeling, retention, rehearsal, feedback, and transfer of training.***

30. BEHAVIOUR MODIFICATION

Behaviour modification refers to the techniques used to try and decrease or increase a particular type of behaviour or reaction. Behavior modification uses four core components to shape and reinforce behaviors: positive punishment, negative punishment, positive reinforcement and negative reinforcement. Punishment is used to stop negative behaviors.

31. BIO-ETIOLOGICAL THEORY OF DEPRESSION

Refer to Butcher

32. BIOMEDICAL MODEL

The biomedical model assumes that mental disorders like schizophrenia, major depressive disorder, attention deficit/hyperactivity disorder (ADHD), and substance use disorders are biologically-based brain diseases. Core tenets of this approach include: (a) mental disorders are caused by biological abnormalities principally located in the brain, (b) there is no meaningful distinction between mental diseases and physical diseases, and (c) biological treatment is emphasized (Andreasen, 1985). In the biomedical paradigm, the primary aim of research into the nature of mental disorders is to uncover their

biological cause(s). Similarly, treatment research seeks to develop somatic therapies that target underlying biological dysfunction. The ultimate goal is the discovery of magic bullets — precise therapeutic agents that specifically target the disease process without harming the organism, like penicillin for bacterial infection.

health care. But women are more disabled, have more illnesses, and use health services more.

- Infectious diseases such as tuberculosis, pneumonia, and influenza used to be the major causes of illness and death in the United States. Now chronic diseases such as heart disease, cancer, and diabetes are the main causes of disability and death.
- Attending a church or synagogue, praying, or otherwise tending to spiritual needs is good for your health.

By the time you have finished this book, you will know why these findings are true.

THE MIND-BODY RELATIONSHIP: A BRIEF HISTORY

During prehistoric times, most cultures regarded the mind and body as intertwined. Disease was thought to arise when evil spirits entered the body, and treatment consisted primarily of attempts to exorcise these spirits. Some skulls from the Stone Age have small, symmetrical holes that are believed to have been made intentionally with sharp tools to allow the evil spirit to leave the body while the shaman performed the treatment ritual.

The ancient Greeks were among the earliest civilizations to identify the role of bodily factors in health and illness. Rather than ascribing illness to evil spirits, they developed a humoral theory of illness. According to this viewpoint, disease resulted when the four humors or circulating fluids of the body—blood, black bile, yellow bile, and phlegm—were out of balance. The goal of treatment was to restore balance among the humors. The Greeks also believed that the mind was important. They described personality types associated with each of the four humors, with blood being associated with a passionate temperament, black bile with sadness, yellow bile with an angry disposition, and phlegm with a laid-back approach to life.

By the Middle Ages, however, the pendulum had swung to supernatural explanations for illness. Disease was regarded as God's punishment for evildoing, and cure often consisted of driving out the evil forces by torturing the body. Later, this form of "therapy" was replaced by penance through prayer and good works. During this time, the Church was the guardian of medical knowledge, and as a result, medical practice assumed religious overtones. The functions of the physician were typically absorbed by priests, and so healing and the practice of religion became virtually indistinguishable.

Beginning in the Renaissance and continuing into the present day, great strides were made in understanding the technical bases of medicine. These advances include the invention of the microscope in the 1600s and the development of the science of autopsy, which allowed

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TABLE 1.1 | The Biomedical Model: Why Is It Ill-suited to Understanding Illness?

- Reduces illness to low-level processes such as disordered cells and chemical imbalances
- Fails to recognize social and psychological processes as powerful influences over bodily estates—assumes a mind-body dualism
- Emphasizes illness over health rather than focusing on behaviors that promote health
- Model cannot address many puzzles that face practitioners: why, for example, if six people are exposed to a flu virus, do only three develop the flu?

medical practitioners to see the organs that were implicated in different diseases. As the science of cellular pathology progressed, the humoral theory of illness was put to rest. Medical practice drew increasingly on laboratory findings and looked to bodily factors rather than to the mind as bases for health and illness. In an effort to break with the superstitions of the past, practitioners resisted acknowledging any role for the mind in disease processes. Instead, they focused primarily on organic and cellular pathology as a basis for their diagnoses and treatment recommendations.

The resulting **biomedical model,** which has governed the thinking of most health practitioners for the past 300 years, maintains that all illness can be explained on the basis of aberrant somatic bodily processes, such as biochemical imbalances or neurophysiological abnormalities. The biomedical model assumes that psychological and social processes are largely irrelevant to the disease process. The problems with the biomedical model are summarized in Table 1.1.

33. BRACKETING

bracketing a process where researchers attempt to recognize and set aside their personal beliefs at the beginning of their study, while remaining cognizant of them throughout the entire research project.

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34. BYSTANDER EFFECT/ BYSTANDER APATHY

The bystander effect, or bystander apathy, is a social psychological theory that states that individuals are less likely to offer help to a victim when there are other people present.

35. CANALIZATION

- ➔ Canalization, in the field of genetics, refers to how the **same phenotypes are produced by a genotype even though the environment may differ.**
- ➔ In developmental psychology, canalization was introduced by **John Bowlby** in regards to attachment styles.
- ➔ He proposed that attachments are heavily **canonized** - this means that the inborn systems and mechanisms that allow a child to develop an attachment to a caregiver are there even if children are exposed to different environments and situations.
- ➔ The specific way an attachment is formed depends on the environment or the situation but the ability to do so at a basic level is canalization.

36. CARL JUNG WORK: FREUDIAN SUPEREGO

The Freudian concept of the super-ego and Jung's idea of a primary moral reaction in the unconscious--the voice of the self--are compared. From its origin the superego is connected with human destructiveness, but for Jung individual conscience is based on a collision between the ego and the inner world of archetypes. With reference to Neumann's 'New Ethic', some implications of Jung's idea of the unconscious ambiguity of good and evil are discussed. Finally an attempt is made to relate the concept of the

primary moral reaction to a developmental and clinical framework, notably Klein's depressive position, but only a partial integration is possible.

37. CATHARSIS

A catharsis is an **emotional release**. According to psychoanalytic theory, this emotional release is linked to a need to relieve unconscious conflicts. For example, experiencing stress over a work-related situation may cause feelings of frustration and tension.

38. CATHEXIS

In psychoanalytic theory, the investment of psychic energy in any object the charge wishes, fantasy, person, goal, idea, social group, or self. These objects are said to be Cathected.

Decathexis- In psychoanalytic theory, the withdrawal of libido from objects (i.e., other people) in the external world.

Anticathexis- in psychoanalytic theory, a process in which the ego withdraws psychic energy from certain unconscious wishes and ideas and uses it to strengthen other wishes and ideas capable of blocking the decathected material's entrance into consciousness. The anti-cathected material may be similar to the original or opposite but related to it.

39. CHOMKSY NATIVIST PERSPECTIVE

➔ **Nativist-** Relating to or supporting the theory that concepts, mental capacities, and mental structures are innate rather than acquired by learning.

- ➔ It states that children's brains contain a **Language Acquisition Device (LAD)** which holds the grammatical universals.
- ➔ The **LAD** is a structure in the brain that infants are born with, allowing them to quickly learn and understand language as they mature.
- ➔ **Innateness hypothesis**
- ➔ He proposed the **theory of Universal Grammar**: an idea of innate, biological grammatical categories, such as a noun category and a verb category that facilitate the entire language development in children and overall language processing in adults.

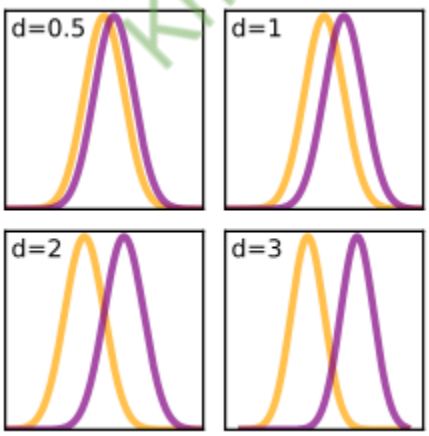
40. COGNITIVE DISSONANCE

- ★ The term cognitive dissonance is used to describe the **mental discomfort that results from holding two conflicting beliefs, values, or attitudes.** People tend to seek consistency in their attitudes and perceptions, so this conflict causes feelings of unease or discomfort.
- ★ **Leon Festinger** first proposed the theory of cognitive dissonance centered on how people try to reach internal consistency.
- ★ He suggested that people have an inner need to ensure that their beliefs and behaviors are consistent. Inconsistent or conflicting beliefs lead to disharmony, which people strive to avoid.

41. COHEN'S D

Cohen's d is an effect size used to indicate the standardized difference between two means.

Relative size	Effect size	% of control group below the mean of experimental group
	0.0	50%
Small	0.2	58%
Medium	0.5	69%
Large	0.8	79%
	1.4	92%



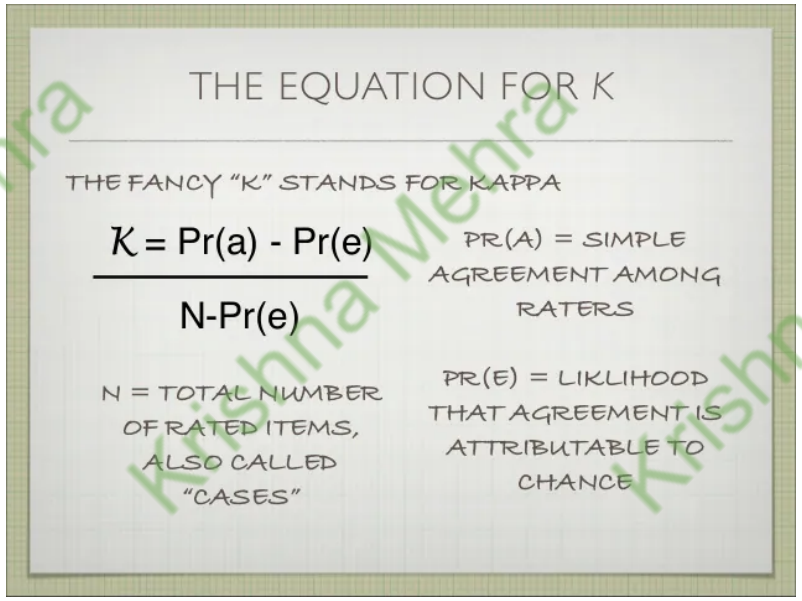
42. COHEN'S KAPPA

Cohen's kappa coefficient is a statistic that is **used to measure inter-rater reliability** for qualitative items. It is generally thought to be a **more robust measure than simple percent agreement calculation**, as κ takes into account the possibility of the agreement occurring by chance.

Interpretation of Kappa

	Poor	Slight	Fair	Moderate	Substantial	Almost perfect
Kappa	0.0	.20	.40	.60	.80	1.0

Kappa	Agreement
< 0	Less than chance agreement
0.01–0.20	Slight agreement
0.21– 0.40	Fair agreement
0.41–0.60	Moderate agreement
0.61–0.80	Substantial agreement
0.81–0.99	Almost perfect agreement


THE EQUATION FOR K
THE FANCY "K" STANDS FOR KAPPA
K = Pr(a) - Pr(e)
N-Pr(e)
PR(A) = SIMPLE AGREEMENT AMONG RATERS
N = TOTAL NUMBER OF RATED ITEMS, ALSO CALLED "CASES"
PR(E) = LIKLIHOOD THAT AGREEMENT IS ATTRIBUTABLE TO CHANCE

43. COLD SENSATION

44. COLLECTIVISM

Collectivism is a social psychological term that relates to the manner in which humans identify themselves and prioritize their goals. ... In a collectivist society, people identify themselves with the goals of the group much more so than the goals of individuals.

45. COLLINS AND QUILLIAN: MEMORY: Hierarchical Network Model of Semantic Memory. Top 3 Models of Semantic Memory | Models | Memory | Psychology

- ➔ Proposed by Allan Collins and Ross Quillian
- ➔ They suggested that items stored in semantic memory are connected by links in a huge network.
- ➔ All human knowledge, knowledge of objects, events, persons, concepts, etc. are organised into a hierarchy arranged into two sets.
- ➔ The two sets are superordinate and subordinate sets with their properties or attributes stored.
- ➔ These properties are logically related and hierarchically organized.

FIG. 10.7 *Collins and Quillian's model: a portion of hierarchically organised memory structure*

- ➔ In this hierarchically organized structure, one can see that the superordinate of the canary is a bird, of shark is fish and the superordinate of fish is animal.

- ➔ One can notice further that a property characterizing a particular class of things is assumed to be stored only at the place in the hierarchy that corresponds to that class. This assumption forms the basis of the **cognitive economy**.
- ➔ For example, a property that characterizes all types of fish (the fact that they have gills and can swim) is stored only at the level of fish. It should be noted that gills and other such features are not stored again with the different types of fish (salmon, shark, etc.) even though they have gills. Similarly, a bird which is the superordinate of the canary is an animal. Specific properties are stored only at appropriate levels in the hierarchy.
- ➔ Consider, for example, the following questions about canaries

1. Does a canary eat?
2. Does a canary fly?
3. Is a canary yellow?

- ➔ The three questions mentioned above may be challenged by the semantic level at which the information needed to answer them is stored. Consider the first question, "Does a canary eat?" The information "eats" is stored at the level of the animal, two levels away from the canary. Likewise, the information has "wings" and is "yellow" (needed to answer the second and third questions) is stored at one and zero levels away from the canary, respectively.
- ➔ The **major point of interest in this model of Collins and Quillian was the reaction-time** or time taken to respond to the questions. Results of the experiment revealed that with the increasing level of information it takes increasing amounts of time to retrieve the information.

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- Their explanation about this is as follows- in order **to answer the third question, the subject must first enter the level in memory that corresponds to 'canary'** and here find the information that canaries are yellow. The question is, therefore, answered relatively fast. **To answer the second question the subject still enters the memory level that corresponds to 'canary' but does not find any information at that level concerning whether or not canaries fly**.
- However, the subject moves up the hierarchy to the level where information about birds is stored and there finds that birds fly. This is done by combining the information that canaries are birds and that birds fly and then the question can be answered. **Due to the extra step of moving up the hierarchy, question two takes somewhat longer to answer than question three**.
- Therefore, the reason why some questions take longer to answer than others is that some questions require more traveling in our memory from level to level in the semantic hierarchy.

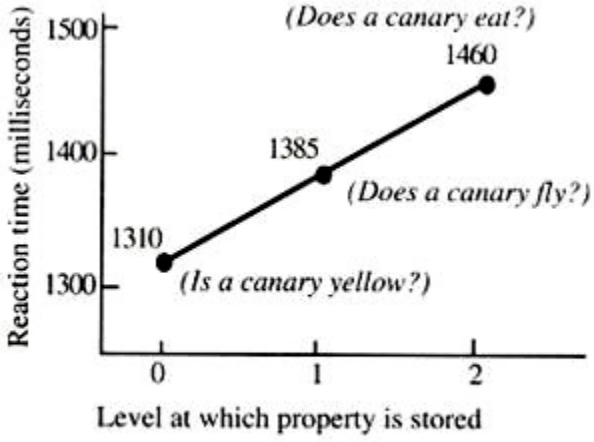

FIG. 10.8 *Graphical representation of travelling from one level of memory to another in the semantic hierarchy*

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➔ It was revealed that on average, people take about 75 milliseconds longer to answer the question, “Does a canary eat?” than to answer, “Does a canary fly?” and about 75 milliseconds longer to answer the question about flying than to answer, “Is a canary yellow?”

46. COLOUR BLINDNESS

Color vision deficiency is the inability to distinguish certain shades of color. The term **"color blindness"** is also used to describe this visual condition, but very few people are completely color blind. Color vision is possible due to photoreceptors in the retina of the eye known as cones. When the cones have all the various pigments -- called photopigments -- your eye sees all possible colors. If there's a problem with the pigments, you won't see colors the way you should. This is called color deficiency or color blindness.

47. COMMUNICATION OVERLOAD

Communication overload is when you have multiple, simultaneous modes of interaction going on and the processing of information is affected. It’s when you’re flooded with just too many emails, phone calls, texts, instant messages, and social media updates.

48. COMPLIANCE TECHNIQUES: DEADLINE

A form of social influence involving direct requests from one person to another.

Robert Cialdini gave the term compliance professionals (fundraisers, con artists, professional negotiators, etc.)

Cialdini worked directly in these jobs.

He came up with 6 principles-

a. **Friendship or liking-** In general, we are more willing to comply with requests from friends or from people we like than with requests from strangers or people we don't like.

b. **Commitment or consistency**-: Once we have committed ourselves to a position or action, we are more willing to comply with requests for behaviors that are consistent with this position or action than with requests that are inconsistent with it.

c. **Scarcity-** In general, we value, and try to secure, outcomes or objects that are scarce or decreasing in availability. As a result, we are more likely to comply with requests that focus on scarcity than ones that make no reference to this issue.

d. **Reciprocity-** We are generally more willing to comply with a request from someone who has previously provided a favor or concession to us than to someone who has not. In other words, we feel obligated to pay people back in some way for what they have done for us.

e. **Social validation:** We are generally more willing to comply with a request for some action if this action is consistent with what we believe people similar to ourselves are doing (or thinking). We want to be correct, and one way to do so is to act and think like others.

f. **Authority**: In general, we are more willing to comply with requests from someone who holds legitimate authority—or simply appears to do so.

TACTICS BASED ON FRIENDSHIP AND LIKING

A. **Ingratiation** - getting others to like us so that they will be more willing to agree to our requests. ***Flattery-*** praising others in some manner—is one of the best. ***Self-promotion*** - Informing others about past Accomplishments or positive characteristics. Another technique is improving our appearance, emitting many positive nonverbal cues, and doing small favors for the target people.

B. **incidental similarity**—calling attention to small and slightly surprising similarities between them and ourselves.

TACTICS BASED ON COMMITMENT OR CONSISTENCY

A. **Foot in the door technique-** Basically, this involves inducing target people to agree to a small initial request ("Accept this free sample") and then making a larger request—the one desired all along. The results of many studies indicate that this tactic works—it succeeds in inducing increased compliance.

Because the person agrees with the first request so refusing another request will create a situation of inconsistency which is not desirable.

B. **Low ball technique-** The low-ball technique is a compliance strategy that is used to persuade a person to agree to a request. A person using the technique will present an attractive offer at first. The offer will be attractive enough for the other party to agree to it. Then, before finalizing the agreement, the person will then change the offer. The resulting request will be less favorable than the initial offer. Having committed to the agreement, the other person will often feel obliged to extend their compliance to the second request.

C. **Lure effect/ bait and switch**- A technique for gaining compliance in which individuals are first asked to do something they find appealing and then once they agree, are asked to do something they dislike.

Tactics based on reciprocity

A. **Door-in-the-face technique**- A procedure for gaining compliance in which requesters begin with a large request and then, when this is refused, retreat to a smaller one (the one they actually desired all along).

B. **That's not all technique**- A technique for gaining compliance in which requesters offer additional benefits to target people before they have decided whether to comply with or reject specific requests.

Tactics based on Scarcity

A. **Deadline technique** - A technique for increasing compliance in which target people are told that they have only limited time to take advantage of some offer or to obtain some item.

49. COMPONENTS OF EMPOWERMENT

VERY SUBJECTIVE TO INCLUDE

50. CONCEPTUAL AND ANALYSING SKILLS

Conceptual skills are skills that enable individuals to identify, conceptualize, and solve intricate problems. These skills are important in the workplace because they allow professionals to think and work through abstract ideas and come up with multiple solutions to complex issues.

Analytical skill is the ability to deconstruct information into smaller categories in order to draw conclusions. Analytical skill consists of categories that include logical reasoning, critical thinking, communication, research, data analysis and creativity.

51. CONCORDANCE EFFECT

Concordance, as used in genetics, usually means the presence of the same trait in both members of a pair of twins. However, the strict definition is the probability that a pair of individuals will both have a certain characteristic, given that one of the pairs has the characteristic. For example, twins are concordant when both have or both lack a given trait. The ideal example of concordance is that of identical twins.

Discordance in genetics typically means that a similar trait is not shared between twin members. Studies of twins have shown that the genetic traits of monozygotic twins are fully concordant whereas, in dizygotic twins, half of the genetic traits are concordant, while the other half are discordant. Discordant rates that are higher than concordant rates express the influence of the environment on twin traits.

52. CONFABULATION

It is a symptom of a disorder of memory in which made-up stories get filled into any gap of memory. German psychiatrist **Karl Bonhoeffer** coined the term "confabulation" in 1900.

53. CONFLICT MANAGEMENT

-

Exhibit 14-4 Conflict Management Techniques

Conflict-Resolution Techniques	
Problem solving	Face-to-face meeting of the conflicting parties for the purpose of identifying the problem and resolving it through open discussion.
Superordinate goals	Creating a shared goal that cannot be attained without the cooperation of each of the conflicting parties.
Expansion of resources	When a conflict is caused by the scarcity of a resource (for example, money, promotion, opportunities, office space), expansion of the resource can create a win-win solution.
Avoidance	Withdrawal from or suppression of the conflict.
Smoothing	Playing down differences while emphasizing common interests between the conflicting parties.
Compromise	Each party to the conflict gives up something of value.
Authoritative command	Management uses its formal authority to resolve the conflict and then communicates its desires to the parties involved.
Altering the human variable	Using behavioral change techniques such as human relations training to alter attitudes and behaviors that cause conflict.
Altering the structural variables	Changing the formal organization structure and the interaction patterns of conflicting parties through job redesign, transfers, creation of coordinating positions, and the like.
Conflict-Stimulation Techniques	
Communication	Using ambiguous or threatening messages to increase conflict levels.
Bringing in outsiders	Adding employees to a group whose backgrounds, values, attitudes, or managerial styles differ from those of present members.
Restructuring the organization	Realigning work groups, altering rules and regulations, increasing interdependence, and making similar structural changes to disrupt the status quo.
Appointing a devil's advocate	Designating a critic to purposely argue against the majority positions held by the group.

54. CONTEMPT (EMOTION)

Contempt is an emotion felt towards others that puts the person in an inferior, lower status position. The other person is regarded as being less in some way that the person feeling contempt considers important. The basic notion of contempt is: "I'm better than you and you are lesser than me." The most common trigger for this emotion is immoral action by a person or group of people to whom you feel superior. While contempt is a standalone emotion, it is often accompanied by anger, usually in a mild form such as annoyance.

55. CONTRALATERAL NEGLECT/ UNILATERAL NEGLECT/ HEMISPATIAL NEGLECT/ VISUOSPATIAL NEGLECT/ HEMINEGLECT.

Contralateral neglect involves a **deficit in attention paid to one side of the visual field,** usually the side that is **contralateral to the damage**. It can result in the individual not attending to stimuli in that area to the extent that he does not seem to be aware of such stimuli. For example, if an individual with contralateral neglect is asked to draw a clock, he may only draw numbers on half of the clock's face as he is incapable of attending to the other half of his visual field.

56. COUNTERTRANSFERENCE

- Transference is the redirection of feelings about a specific person onto someone else (in therapy, this refers to a client's projection of their feelings about someone else onto their therapist).
- Transference in therapy is the act of the client unknowingly transferring feelings about someone from their past onto the therapist.

3 categories

A. Positive transference - is when enjoyable aspects of past relationships are projected onto the therapist. This can allow the client to see the therapist as caring, wise, and empathetic, which is beneficial for the therapeutic process.

B. Negative transference occurs when negative or hostile feelings are projected onto the therapist. While it sounds detrimental, if the therapist recognizes and acknowledges this, it can become an important topic of discussion and allow the client to examine emotional responses.

C. Sexualized transference is when a client feels attracted to their therapist. This can include feelings of intimacy, sexual attraction, reverence, or romantic or sensual emotions.

Types of transference

a. **Paternal** transference - Seeing the therapist as a father figure who is powerful, wise, authoritative, and protecting. This may evoke feelings of admiration or agitation, depending on the relationship the client had with their father.

b. **Maternal** transference- Associating the therapist with a mother figure who is seen as loving, influential, nurturing, or comforting. This type of transference can generate trust or negative feelings, depending on the relationship the client had with their mother.

c. Sibling transference- This can reflect the dynamics of a sibling relationship and often occurs when a parental relationship is lacking.

d. Non-familial transference- Happens when clients idealize the therapist and reflect stereotypes that are influencing the client. For example, a priest is seen as holy, and a doctor is expected to cure and heal ailments.

e. Sexualized transference- Occurs when a person in therapy has a sexual attraction to their therapist. Eroticized transference is an all-consuming attraction toward the therapist and can be detrimental to the therapeutic alliance and the client's progress.

- Countertransference - Countertransference has been viewed as the therapist's reaction to projections of the client onto the therapist. It has been defined as the

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redirection of a therapist's feelings toward a patient and the emotional entanglement that can occur with a patient

57. COVERT SENSITISATION

a **behavior therapy technique for reducing undesired behavior** in which the client imagines **performing the undesired behavior** (e.g., overeating) and **then imagines an unpleasant consequence** (e.g., vomiting).

Covert sensitization was first described in the mid-1960s by psychologist **Joseph Cautela** as a new treatment for people who engage in undesirable behaviors

In the past 30 years, it has been researched as a **treatment for alcoholism, smoking, obesity, and various sexual deviations including pedophilia and exhibitionism**.

Covert sensitization discourages people from engaging in unwanted behaviors by creating an association between those behaviors and an unpleasant consequence

58. DATA ANALYSIS (QUALITATIVE)

Qualitative data analysis can be divided into the following five categories:

1. Content analysis. This refers to the process of categorizing verbal or behavioural data to classify, summarize and tabulate the data.

2. Narrative analysis. This method involves the reformulation of stories presented by respondents taking into account the context of each case and different experiences of each respondent. In other words, narrative analysis is the revision of primary qualitative data by researchers.

3. Discourse analysis. A method of analysis of naturally occurring talk and all types of written text.

4. Framework analysis. This is a more advanced method that consists of several stages such as familiarization, identifying a thematic framework, coding, charting, mapping and interpretation.

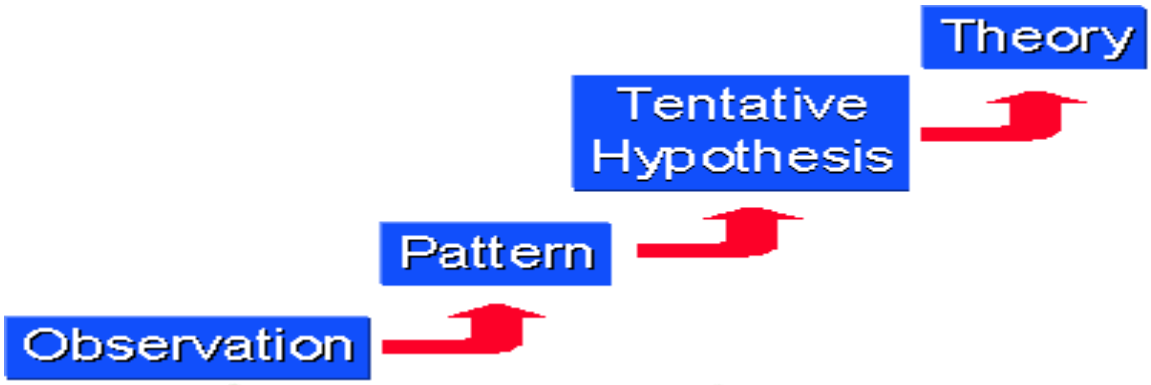
5. Grounded theory. This method of qualitative data analysis starts with an analysis of a single case to formulate a theory. Then, additional cases are examined to see if they contribute to the theory.

59. DEDUCTION AND INDUCTION

Deductive reasoning works from the **more general to the more specific**. Sometimes this is informally called a **"top-down**" approach. We might begin with thinking up a theory about our topic of interest. We then narrow that down into more specific hypotheses that we can test. We narrow it down even further when we collect observations to address the hypotheses. This ultimately leads us to be able to test the hypotheses with specific data – a confirmation (or not) of our original theories.

Inductive reasoning works the other way, **moving from specific observations to broader generalizations and theories**. Informally, we sometimes call this a "**bottom-up"** approach (please note that it's "bottom-up" and not "bottoms up" which is the kind of thing the bartender says to customers when he's trying to close for the night!).

In inductive reasoning, we begin with specific observations and measures, begin to detect patterns and regularities, formulate some tentative hypotheses that we can explore, and finally end up developing some general conclusions or theories.



60. DEEP ACTING, SURFACE ACTING, ROLE MAKING, SOCIAL CONTAGION

- Emotional labor into two components:**Surface acting** occurs when employees display the emotions required for a job without changing how they actually feel. **Deep acting** is an effortful process through which employees change their internal feelings to align with organizational expectations, producing more natural and genuine emotional displays. Although the underlying processes differ, the objective of both is typically to show positive emotions, which are presumed to impact the feelings of customers and bottom-line outcomes (e.g. sales, positive recommendations, and repeat business).
- **Social Contagion** is the spread of behaviors, attitudes, and affect through crowds and other types of social aggregates from one member to another. Early analyses of social contagion suggested that it resulted from the heightened suggestibility of members and likened the process to the spread of contagious diseases. Subsequent studies suggest that

social contagion is sustained by relatively mundane interpersonal processes, such as imitation, conformity, universality, and mimicry. Also called **group contagion.**

- **Roles** are products of social interaction: Roles are also developed dynamically in social systems by repetitively perceiving social interaction patterns and expectations (e.g., the moderator, the decision maker, the informal leader, and the opinion leader). The shaping of (new) roles depends on the characteristics of the persons who assume a role and on how they play it (role-making) as well as on those who assign a role to others. However, these simply circumscribed dynamics are embedded in complex social structures within an organization, community, or society. The most relevant patterns of role dynamics are role-assignment, role-taking, and role making which are defined as follows:
  - **Role-assignment:** There are various types of role assignments. A person assigns a concrete role to another person by either urging him or her to assume it. This may happen by applying means of social sanctions (e.g., threats of negative consequences). Or a person is allowed by others to take a role voluntarily. Furthermore, persons may decide independently to take over a concrete role and other people (within the social system) will agree more or less explicitly
  - **Role-taking**: Role-taking indicates that a person acts due to the expectations of a specific role. These expectations can potentially be enforced by sanctions being imposed on the role actor. People develop an individual understanding regarding the expectations of a role – even if they have already taken it – and they are able to reflect on their role.
  - **Role-making**: Role-making characterizes how a person lives (plays) a role, and how he or she transforms the expectations into concrete behavior. Role-making

takes place in social interaction, where people "negotiate" the expectations which are significant for a role. In general, this negotiation proceeds implicitly and is often not reflected by the actors (although communication about roles and role-making could be helpful sometimes). The driving force of role-making is the difference between the role-taker's individual attitude toward the role on the one hand and the expectations which are assigned to the role by its social context (e.g., 106 given by the society, community, group, or organization).

- **Inter-role-conflict:** If a person within a social network, organization, or community takes more than one role at the same time or switches frequently, a conflict between the roles can occur. This results from different demands on different roles.

61. DEFERRED IMITATION AND MENTAL REPRESENTATION

- **Deferred imitation** is the delayed repetition of a behavior at a later time than when it actually occurred. ... Another example would be a child who observes another child at preschool throwing a temper tantrum and repeats the behavior for his parents later.Deferred imitation originally was suggested by **Piaget** (1952, 1962) as a hallmark of the development of **symbolic thought**.
- **Mental representation** is the mental imagery of things that are not currently seen or sensed by the sense organs. Piaget believed that representational thought begins to emerge between 18 and 24 months. At this point, children become able to form **mental representations** of objects. Because they can symbolically imagine things that cannot be seen, they are now able to understand **object permanence**.

62. DELUSION

Delusions are defined as fixed, false beliefs that conflict with reality. Despite contrary evidence, a person in a delusional state can't let go of these convictions.

Types of delusions

a. **Erotomanic delusions**- these are delusions that Happen when a person gets fixated with an idea that a famous personality or a stranger is Intensely in love with them.

b. **Grandiose delusion**- Also known as a delusion of grandeur. People see themselves as a person of importance or great accomplishment. Delusion of grandiosity happens when people see themselves as important in an unreasonable manner. For example, a person might claim that he is the president of the USA.

c. **Delusional jealousy/morbid jealousy/ Othello syndrome/ pathological jealousy/ conjugal paranoia** - delusional jealousy is a psychiatric phenomenon in which an individual has a delusional belief that their spouse (or sexual partner) is being unfaithful. It is also known as morbid jealousy, pathological jealousy, conjugal paranoia, or Othello syndrome.

d. **Delusion of persecution**- A person has this belief that someone is trying to hurt them.

e. **Somatic delusions**- People have a strong belief that organs are disordered, diseased or improperly functioning.

f. **Mixed or unspecified delusions-** When illusion doesn't fall in any category that is not specified by any mental health professional is called unspecified our mix delusions.

63. DEMENTIA

- ★ Dementia is a general term for loss of memory, language, problem-solving, and other thinking abilities that are severe enough to interfere with daily life.
- ★ Dementia is not a single disease; it's an overall term — like heart disease — that covers a wide range of specific medical conditions, including Alzheimer's disease.
- ★ Dementia is not a disease but a series of symptoms that leads to serious mental diseases. Amnesia, on the other hand, is a serious mental condition affecting a person's memory.

64. DETERMINISM

All the behaviors or events in the moral choices have their causes. It says that all behavior has a cause and it is predictable.

65. DIFFUSION OF RESPONSIBILITY

It is the phenomenon of social psychology where with an increase in the number of bystanders the degree of responsibility each bystander feels decreases.

Number of bystanders ↑ = Responsibility each bystander feels ↓

66. DOUBLE-BARRELLED QUESTION/ COMPOUND QUESTION/ DOUBLE-DIRECT QUESTION

- ★ Is also known as a **compound question** or **double-direct question**.
- ★ A double-barreled question is a question composed of more than two separate issues or topics, but which can only have one answer.

★ The following examples are research-related.

★ *Is this tool interesting and useful?*

This question has two parts embedded. Hence the word "double-barreled". Even though interesting and useful are both positive attributes, they are not interchangeable. Some respondents might find the tool interesting, but not useful. While others might find it useful, but not interesting. But how should they answer? And more importantly, how can the surveyor interpret these answers?

67. DOUBLE-BLIND EXPERIMENT

A double-blind study is one in which neither the participants nor the experimenters know who is receiving a particular treatment.

This procedure is utilized to prevent bias in research results. Double-blind studies are particularly useful for preventing bias due to demand characteristics or the placebo effect.

68. DOWNSIZING

It refers to the decreasing of the organizational size and cost to increase the organization efficiency Enhance productivity and competitiveness of the organization.

69. DSM CHANGES

One should also be aware about changes in recent changes in DSM 5 TR version. (just general overview)

1. ELIMINATION OF THE MULTI-AXIAL SYSTEM:

DSM-IV used the multi-axial system to facilitate psychiatric evaluation and organize relevant bio-psychosocial information. It had five axes.

This approach has been dropped in the DSM 5, for its lack of conceptual clarity. The new non-axial diagnostic system of DSM-5 has simplified categorization in an attempt to eliminate artificial distinctions between diagnoses.

Krishna Mehra

2. RECLASSIFICATION OF DISORDERS

Six new categories were added, four were removed and several were renamed. Therefore, numerous individual disorders have been reclassified from one class to another in DSM-5.

DSM-IV	DSM-V
Disorders usually first diagnosed in infancy, childhood, or adolescence	Category Dropped
Delirium, Dementia, and amnestic and other cognitive disorders	Put under Neurocognitive Disorders
Mood Disorders	Mood Disorders are separated into 2 categories: Bipolar and related Disorders Depressive Disorders
Sexual and Gender Identity Disorder- now of 3 types in DSM-5	Sexual Dysfunction Gender Dysphoria Paraphilic Disorders
Eating Disorders	Feeding and Eating Disorders(Both Feeding D of Infancy and Eating D in one category.
Impulse-Control Disorders not elsewhere classified	Disruptive, Impulse-Control, and Conduct Disorders
Somatoform Disorders	Somatic Symptom and Related Disorders
Adjustment D and Acute Stress Disorder removed from Anxiety Disorders	Put in Trauma and Stress related Disorder
Factitious Disorders	Dropped. (Factitious D pit under Somatic Symptom Disorder.)
Pervasive Developmental Disorders is renamed	Autism Specterum Disorder
N/A	Neurodevelopmental Disorders
N/A	Obsessive-Compulsive and Related Disorders
N/A	Trauma- and Stressor-Related Disorders
N/A	Elimination Disorders
N/A	Other Mental Disorders
N/A	Medication-Induced Movement Disorders and Other Adverse Effects of Medication

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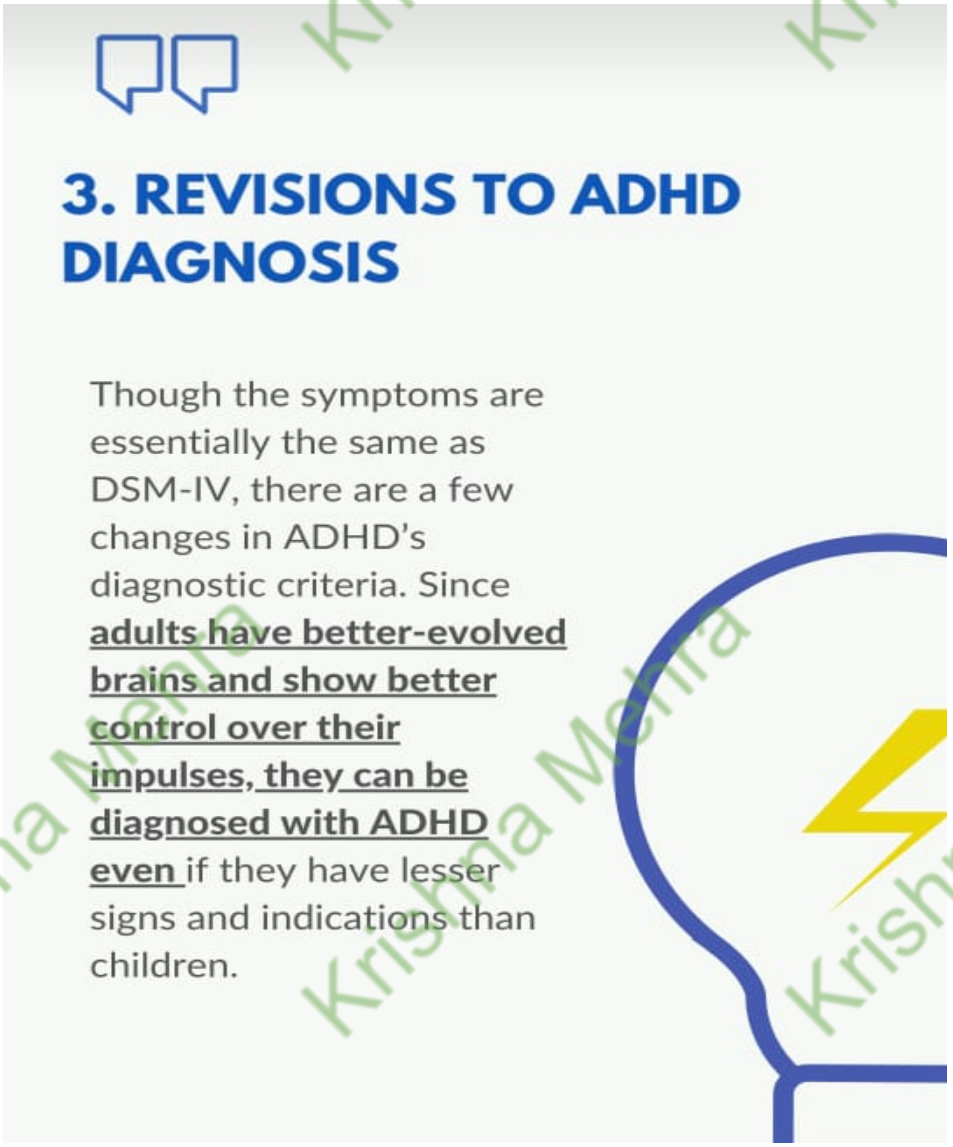

3. REVISIONS TO ADHD DIAGNOSIS
Though the symptoms are essentially the same as DSM-IV, there are a few changes in ADHD's diagnostic criteria. Since adults have better-evolved brains and show better control over their impulses, they can be diagnosed with ADHD even if they have lesser signs and indications than children.

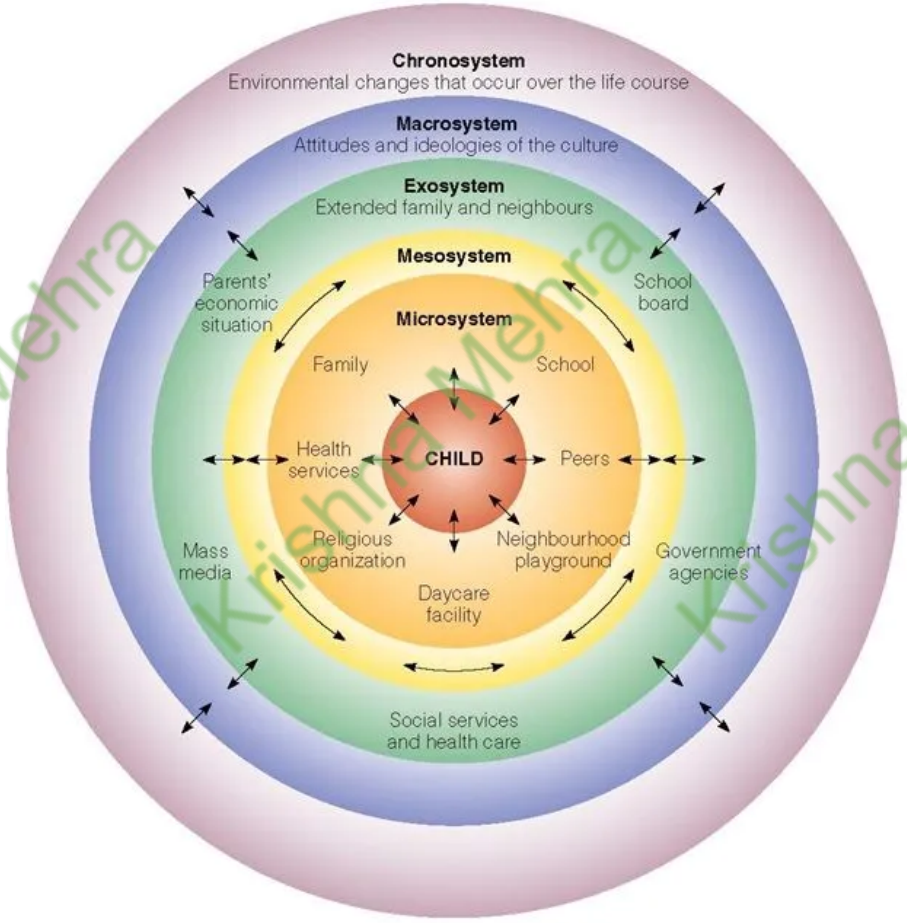
70. DYSARTHRIA

Dysarthria is a **motor speech disorder** in which the muscles that are used to produce speech are damaged, paralyzed, or weakened. The person with dysarthria cannot control their tongue or voice box and may slur words.

71. DYSPHAGIA

Dysphagia refers to a difficulty in swallowing – it takes more effort than normal to move food from the mouth to the stomach.

72. ECOLOGICAL THEORY/ BIOECOLOGICAL THEORY



- Criticized laboratory research in the area of child development.
- **Bronfenbrenner** (1977) suggested that the environment of the child is a nested arrangement of structures, each contained within the next. He organized them in order of how much of an impact they have on a child.

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- ❖ He named these structures the **microsystem, mesosystem, exosystem, macrosystem, and chronosystem.**
- ❖ Because the five systems are interrelated, the influence of one system on a child's development depends on its relationship with the others.

a. **Microsystem** - first level of theory, and are the things that have **direct contact** with the child in their immediate environment, **such as parents, siblings, teachers, and school peers.**

- **Relationships in a microsystem are bi-directional**, meaning the child can be influenced by other people in their environment and is also capable of changing the beliefs and actions of other people too.
- **Interactions are personal** and crucial for child development
- A strong positive relationship with parents then supports child development.
- Unaffectionate parents - negative effect on the child.

b. **Mesosystem** - microsystems interact with each other such as parents- teachers, school peers, and siblings.

- Microsystems do not function independently
- Mesossytem = **system of microsystems**
- If teachers - parents have a good relationship it will have a positive effect on child development.

c. **Exosystem** - It incorporates other formal and informal social structures, which do not themselves contain the child, but indirectly influence them as they affect one of the microsystems.

- Example - the neighborhood, parent's workplaces, parent's friends, and the mass media. These are environments in which the child is not involved, and are external to their experience, but nonetheless, affect them anyway.
- Example - dispute with the boss.

d. **Macrosystem** - the impact of ***cultural elements*** on child development. Such as SES, Wealth, Poverty, and ethnicity, geographic location, ideologies, etc.

- The macrosystem differs from the previous ecosystems as it does not refer to the specific environments of one developing child, but the already established society and culture in which the child is developing.

e. **Chronosystem** - It includes the ***environmental changes*** that occur over the lifetime which influence the development including major life transitions and Historical events.

- These can include normal life transitions such as starting school but can also include non-normative life transitions such as parents getting a divorce or having to move to a new house.

73. EFFECT SIZE

➔ Effect size is a statistical concept that measures the **strength of the relationship between two variables on a numeric scale.**

➔ For example- if we have data on the height of men and women and we notice that, on average, men are taller than women, the difference between the height of men and the height of women is known as the effect size. The greater the effect size, the greater the height difference between men and women will be.

- Statistic effect size helps us in determining if the difference is real or if it is due to a change of factors.
- In hypothesis testing, effect size, power, sample size, and critical significance level are related to each other.
- In statistical analysis, the effect size is usually measured in three ways: (1) standardized mean difference, (2) odd ratio, (3) correlation coefficient.
- **Other ways:**
    - Pearson r correlation
    - Standardized mean difference
    - Cohen's D effect size
    - Glass's Δ method of effect size
    - Hedges' g method of effect size
    - Cohen's f2 method of effect size: Cohen's f2 method measures the effect size when we use methods like ANOVA, multiple regression, etc.
    - Cramer's φ or Cramer's V method of effect size.
    - Odd ratio: The odds ratio is the odds of success in the treatment group relative to the odds of success in the control group. This
    - method is used in cases when data is binary.

3. Effect Size

- Effect size is the magnitude of the impact of the independent variable on the dependent variable.
- An effect size gives the researcher insight into the size of the difference between groups is important or negligible.
- If the effect size is quite small, then it may make sense to simply discount the findings as unimportant, even if they are statistical.
- If the effect size is large, then the researcher has found something that it is important to understand.
- Effect sizes do not change no matter how many participants there are, that makes effect sizes a valuable piece of information, much more valuable than the question of whether a statistical test is "significant" or not.

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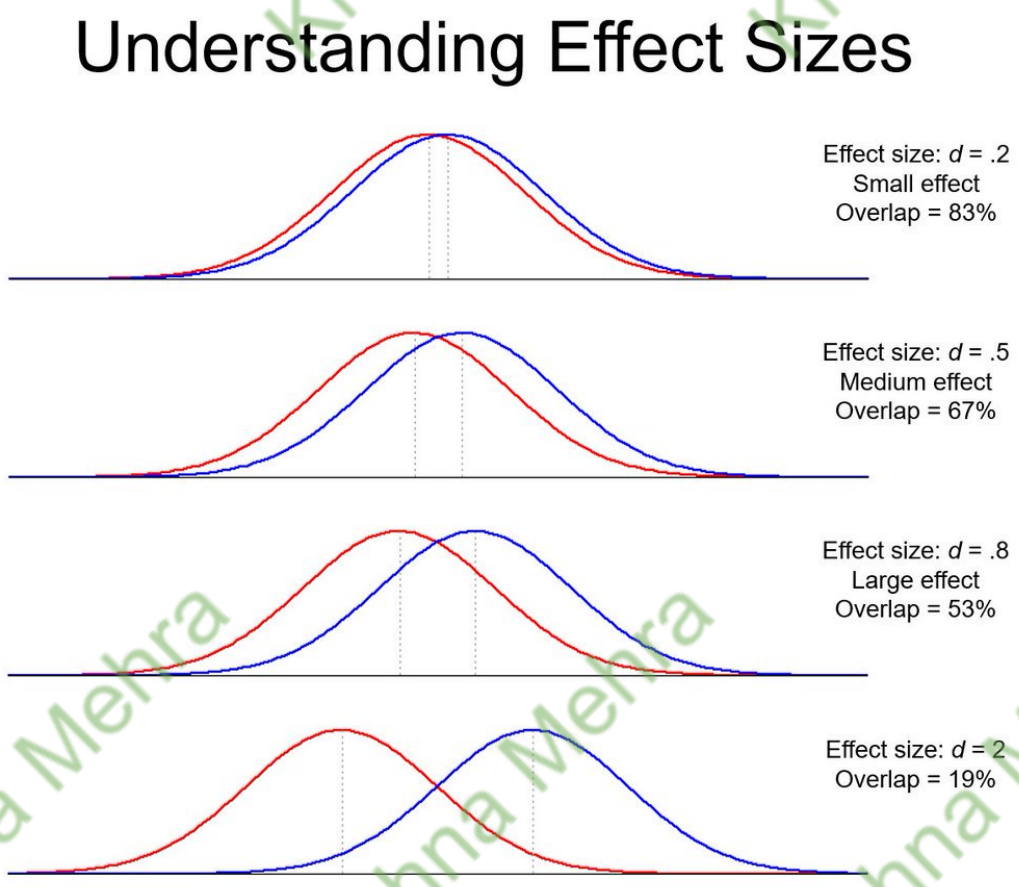


74. EFFERENT NERVE FIBRES /AFFERENT

Afferent neurons are sensory neurons. These are sensory neurons carrying nerve impulses **from sensory stimuli toward the central nervous system and brain**. Afferent neurons carry signals to the brain and spinal cord as sensory data.

Efferent neurons are motor nerves. These are motor neurons carrying neural impulses **away from the central nervous system and toward muscles to cause movement**. Efferent neurons send signals from the brain to the muscles, glands, and organs of the body in response to sensory input.

75. ERGONOMICS

- ★ Ergonomics is the process of designing or arranging workplaces, products so that they fit the people who use them.
- ★ Ergonomics aims to improve workspaces and environments to minimize the risk of injury or harm.

76. EMPIRICISM

Empiricism is an important part of the scientific method because theories and hypotheses must be observed and tested to be considered accurate. Empiricists tend to be skeptical that anything can be known for certain and, therefore, they tend not to believe in dogmas or absolute truths.

77. ENCOPRESIS/ FECAL INCONTINENCE/ SOILING

- ➢ sometimes called **fecal incontinence or soiling**
- ➢ the **repeated passing of stool (usually involuntarily) into clothing**. Typically it happens when impacted stool collects in the colon and rectum: the colon becomes too full and liquid stool leaks around the retained stool, staining underwear.

78. ENTITATIVITY

Entitativity refers to something like "groupiness"—the perception, either by the group members themselves or by others, that the people together are a group.

79. ENVIRONMENTAL SPOILING

The more contact you have with an unpleasant person, the more you will dislike them. Environmental-spoiling hypothesis which proposes that many negative interpersonal

relationships primarily occur because the actions of specific others spoil one's living environment, whereas most positive interpersonal relationships result from frequent face-to-face contact.

80. ETHNOGRAPHY

Ethnography, descriptive study of a particular human society or the process of making such a study. Contemporary ethnography is **based almost entirely on fieldwork** and requires the **complete immersion of the anthropologist in the culture and everyday life of the people** who are the subject of his study.

81. EXTINCTION

- ➔ weakening of learned response due to the removal of the unconditioned stimulus
- ➔ unconditioned stimulus Act as a reinforcer to the CS CR association and if we remove the Reinforcer it will lead to the weakening of this association. Hence learning is relatively permanent

82. FAMILY LIFE CYCLE

- ➢ According to APA, the series of stages occur in the life history of any given family, with such stages typically including marriage (or coupling), raising children to independent young adulthood, and retirement.
- ➢ The emotional and intellectual stages you pass through from childhood to your retirement years as a member of a family are called the **family life cycle**.

- In each stage, you face challenges in your family life that allow you to build or gain new skills. Gaining these skills helps you work through the changes that nearly every family goes through.
- Not everyone passes through these stages smoothly. Situations such as severe illness, financial problems, or the death of a loved one can have an effect on how well you pass through the stages. Fortunately, if you miss skills in one stage, you can learn them in later stages.
- The stages of the family life cycle are:
    - Independence.
    - Coupling or marriage.
    - Parenting: babies through adolescents.
    - Launching adult children.
    - Retirement or senior years.

83. FIELD EXPERIMENT

a study that is conducted **outside the laboratory in a "real-world" setting**. Participants are exposed to one of two or more levels of an independent variable and observed for their reactions; they are likely to be unaware of the research. Such research often is conducted **without random selection** or random assignment of participants to conditions and **without deliberate experimental manipulation of the independent variable** by the researcher.FIXATION

Fixation has a long history in Freudian and clinical psychology, and refers to when a person is "stuck" in one stage of psychosexual development. Fixation also refers to an inability to adopt any different or new perspective on a problem.

84. FLOOR EFFECT and CEILING EFFECT

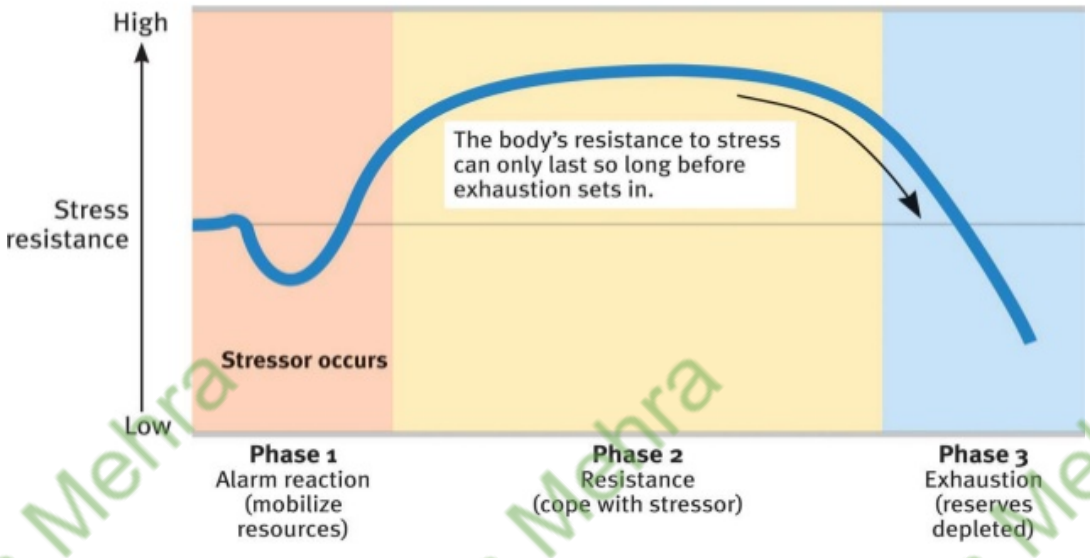
Floor Effect is the situation in which a large proportion of participants perform very poorly on a task or other evaluative measure, thus skewing the distribution of scores and making it impossible to differentiate among the many individuals at that low level. For example, a test whose items are too difficult for those taking it would show a floor effect because most people would obtain or be close to the lowest possible score of 0.

Ceiling effect - a situation in which the majority of values obtained for a variable approach the upper limit of the scale used in its measurement. For example, a test whose items are too easy for those taking it would show a ceiling effect because most people would achieve or be close to the highest possible score. In other words, the test scores would exhibit skewness and have little variance, thus prohibiting meaningful analysis of the results.

85. GAS MODEL

- ➔ Hans Selye.
- ➔ Selye found that rats displayed a similar set of physical responses to several different stressors. The latter included cold temperatures, excessive physical exertions, and injection of toxins.

General Adaptation Syndrome [GAS]
(Identified by Hans Selye):
Our stress response system defends, then fatigues.



➔ The three stages of GAS are:

- alarm reaction
- resistance
- Exhaustion

A. Alarm reaction stage

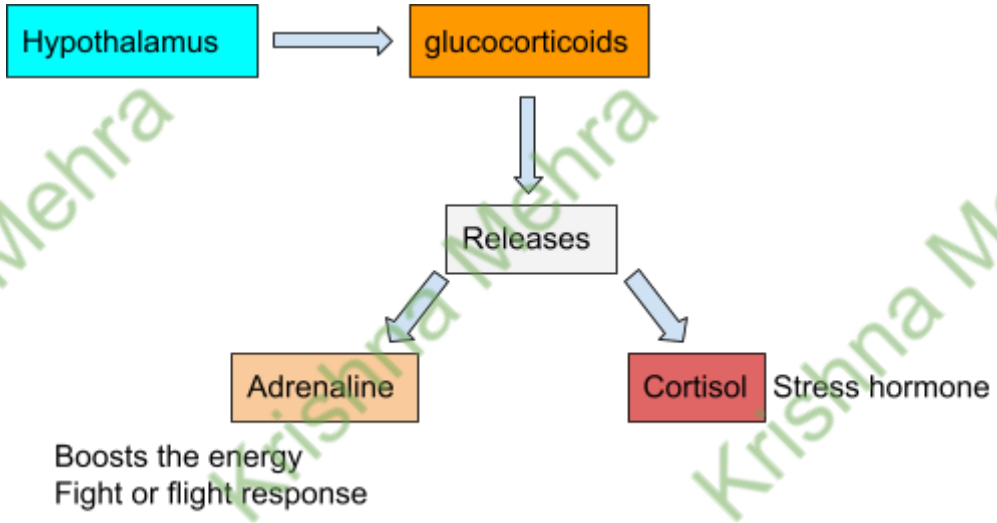
★ At the alarm reaction stage, a distress signal is sent to a part of the brain called the **hypothalamus**. The hypothalamus enables the release of hormones called **glucocorticoids**.

★ Glucocorticoids trigger the **release of adrenaline and cortisol**, which is a stress hormone. The adrenaline gives a person a boost of energy. Their

heart rate increases and their blood pressure rises. Meanwhile, blood sugar levels also go up.

★ These physiological changes are governed by a part of a person's **autonomic nervous system (ANS) called the sympathetic branch.**

★ The alarm reaction stage of the GAS prepares a person to respond to the stressor they are experiencing. This is often known as a "**fight or flight" response.**



B. Resistance stage

★ During the resistance stage, the body tries to counteract the physiological changes that happened during the alarm reaction stage.

★ The resistance stage is governed by a part of the ANS called the **parasympathetic**.

★ The parasympathetic branch of the ANS **tries to return the body to normal by reducing the amount of cortisol produced.** The heart rate and blood pressure begin to return to normal.

★ If the stressful situation comes to an end, during the resistance stage, the body will then return to normal.

★ However, if the stressor remains, the body will stay in a state of alert, and stress hormones continue to be produced.

★ This physical response can lead to a person struggling to concentrate and becoming irritable.

C. Exhaustion Stage

★ At this stage, the body has depleted its energy resources by continually trying but failing to recover from the initial alarm reaction stage.

★ Once it reaches the exhaustion stage, a person's body is no longer equipped to fight stress.

★ They may experience:

- tiredness
- depression
- anxiety
- feeling unable to cope

★ If a person does not find ways to manage stress levels at this stage, they are at risk of developing stress-related health conditions.

86. GILLIGAN

Carol Gilligan is a psychologist best known for her innovative views on the development of women's morality and sense of self, which she detailed in her 1982 book In a Different Voice.

Gilligan developed her ideas in response to the theory of moral development proposed by Lawrence Kohlberg, which she criticized for ignoring women's perspectives.

Gilligan proposed that women come to prioritize an "ethics of care" as their sense of morality evolves along with their sense of self while men prioritize an "ethics of justice."

To read in detail (**RECOMMENDED**): https://www.verywellmind.com/the-carol-gilligan-theory-and-a-woman-s-sense-of-self-5198408#:~:text=Gilligan%20proposed%20that%20women%20come,an%20%22ethics%20of%20justice.%22

87. GLASS CEILING

- ➔ the term glass ceiling refers to situations where the a**dvancement of a qualified person within the hierarchy of an organization is stopped at a lower level because of some form of discrimination, most commonly sexism or racism**,
- ➔ Barriers based on an attitudinal or organizational bias that prevent qualified females from advancing to top-level positions.

88. GOLEMAN

Emotional intelligence involves the ability to understand and manage emotions.

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it's an inborn characteristic.

Psychologist and author **Daniel Goleman** have suggested that there are five components of emotional intelligence.

a. Self-awareness- Self-awareness, or the ability to recognize and understand your own emotions, is a critical emotional intelligence skill. Beyond just recognizing your emotions, however, is being aware of the effect of your actions, moods, and emotions on other people.

   Goleman suggests that people who possess self-awareness have a good sense of humor, are confident in themselves and their abilities, and are aware of how other people perceive them.

b. Self-regulation - emotional intelligence requires you to be able to regulate and manage your emotions.

   This doesn't mean putting emotions on lockdown and hiding your true feelings—it simply means waiting for the right time and place to express them. Self-regulation is all about expressing your emotions appropriately.

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c. Social skills - Being able to interact well with others is another important aspect of emotional intelligence. Having strong social skills allows people to build meaningful relationships with other people and develop a stronger understanding of themselves and others.

   True emotional understanding involves more than just understanding your own emotions and those of others. You also need to be able to put this information to work in your daily interactions and communications.

d. Empathy - Empathy, or the ability to understand how others are feeling, is absolutely critical to emotional intelligence. But it involves more than just being able to recognize the emotional states of others.

   Being empathetic also allows you to understand the power dynamics that often influence social relationships, especially in workplace settings. This is important for guiding your interactions with different people you encounter each day.

e. Motivation - Intrinsic motivation is another important emotional intelligence skill. People who are emotionally intelligent are motivated by things beyond external rewards like fame, money, recognition, and acclaim.

   Instead, they have a passion to fulfill their own inner needs and goals. They seek internal rewards, experience flow from being totally in tune with activity, and pursue peak experiences.

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89. GROUP IDENTITY

1. the image of a group (e.g., reputation, appraisal, expectations about) held by its members or by those external to the group.

2. an individual's sense of self as defined by group membership.

90. GROUP POLARISATION

The tendency of group members to shift toward a more extreme position than initially held by those individuals as a result of group discussion.

91. GROUPTHINK

Groupthink is a phenomenon that occurs when a group of **individuals reaches a consensus without critical reasoning or evaluation of the consequences or alternatives**. Groupthink is based on a **common desire not to upset the balance of a group** of people.

The tendency of the members of highly cohesive groups to assume that their decisions can't be wrong, that all members must support the group's decisions strongly, and that information contrary to it should be ignored.

92. GSR

The galvanic skin response (GSR), also known as Skin Conductance (SC), refers to changes in sweat gland activity, which reflect the intensity of participants' emotional state – or 'emotional arousal'.

93. HAPPINESS

- Happiness is a positive emotional state that is subjectively defined by each person. The term is rarely used in scientific studies because there is little consensus on its meaning. In this chapter, we use this term only when it is clarified by additional information.
- Types of happiness- eudaimonic and hedonic happiness
- Eudaimonic happiness- meaning making
- Hedonic happiness is perhaps the easiest and fastest way to experience positive emotions and relieve any frustration that may result from keeping our desires and needs to be bottled up.
- Hedonic happiness or well-being is characterized by the presence of positive emotions; the absence of negative emotions; and life satisfaction.

94. HARRY HARLOW EXPERIMENT/ WIRE MOTHER EXPERIMENT

Harry Harlow was one of the first psychologists to **scientifically investigate the nature of human love and affection.** Through a series of controversial experiments, Harlow was able to demonstrate the importance of early attachments, affection, and emotional bonds on the course of healthy development.

The Wire Mother Experiment

➔ His most famous experiment involved giving young rhesus monkeys a choice between two different "mothers." One was made of soft terrycloth but provided no food. The other was made of wire but provided nourishment from an attached baby bottle.

- ➔ Harlow removed young monkeys from their natural mothers a few hours after birth and left them to be "raised" by these mother surrogates. The experiment demonstrated that the baby monkeys spent significantly more time with their cloth mother than with their wire mother.
- ➔ In other words, the infant monkeys went to the wire mother only for food but preferred to spend their time with the soft, comforting cloth mother when they were not eating. Harlow concluded that affection was the primary force behind the need for closeness.

★ Later research demonstrated that young monkeys would also turn to their cloth surrogate mother for comfort and security. Such work revealed that affectionate bonds were critical for development.

★ Harlow utilized a "***strange situation"*** technique similar to the one created by attachment researcher Mary Ainsworth. Young monkeys were allowed to explore a room either in the presence of their surrogate mother or in her absence.

★ Monkeys who were with their cloth mother would use her as a secure base to explore the room. When the surrogate mothers were removed from the room, the effects were dramatic. The young monkeys no longer had their secure base for exploration and would often freeze up, crouch, rock, scream, and cry.

95. HAWTHORNE STUDY/ EFFECT

- ➢ The Hawthorne effect is a term referring to the **tendency of some people to work harder and perform better when they are participants in an experiment**. The term is often used to suggest that **individuals may change their behavior due to**

the attention they are receiving from researchers rather than because of any manipulation of independent variables.

- ➢ The Hawthorne effect was first described in the 1950s by researcher **Henry A. Landsberger** during his analysis of experiments conducted during the 1920s and 1930s. The phenomenon is named after the location where the experiments took place, Western Electric's Hawthorne Works for an electric company just outside of Hawthorne, Illinois.
- ➢ Landsberger defined the Hawthorne effect as a s**hort-term improvement in performance caused by observing workers.** Researchers and managers quickly latched on to these findings. Later studies suggested, however, that these initial conclusions did not reflect what really happened.
- ➢ The term Hawthorne effect remains widely in use to describe increases in productivity due to participation in a study, yet additional studies have often offered little support or have even failed to find the effect at all.

96. HEART BEATING FORCE

97. HOFSTEDE

- Hofstede's cultural dimensions theory is a framework for cross-cultural communication, developed by ***Geert Hofstede.*** It shows the effects of a society's culture on the values of its members, and how these values relate to behaviour, using a structure derived from factor analysis.
- Hofstede developed his original model as a result of using ***factor analysis*** to examine the results of a worldwide survey of employee values by IBM between 1967 and 1973. It has been refined since. The original theory proposed four

dimensions along which cultural values could be analyzed: individualism-collectivism; uncertainty avoidance; power distance (strength of social hierarchy) and masculinity-femininity (task-orientation versus person-orientation). Independent research in Hong Kong led Hofstede to add a fifth dimension, long-term orientation, to cover aspects of values not discussed in the original paradigm. In 2010, Hofstede added a sixth dimension, indulgence versus self-restraint.

- **Power distance index (PDI)**: The power distance index is defined as "the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally". In this dimension, inequality and power is perceived from the followers, or the lower strata. A higher degree of the Index indicates that hierarchy is clearly established and executed in society, without doubt or reason. A lower degree of the Index signifies that people question authority and attempt to distribute power.
- **Individualism vs. collectivism (IDV):** This index explores the "degree to which people in a society are integrated into groups". Individualistic societies have loose ties that often only relate an individual to his/her immediate family. They emphasize the "I" versus the "we". Its counterpart, collectivism, describes a society in which tightly-integrated relationships tie extended families and others into in-groups. These in-groups are laced with undoubted loyalty and support each other when a conflict arises with another in-group.
- **Uncertainty avoidance (UAI):** The uncertainty avoidance index is defined as "a society's tolerance for ambiguity", in which people embrace or avert an event of

something unexpected, unknown, or away from the status quo. Societies that score a high degree in this index opt for stiff codes of behavior, guidelines, laws, and generally rely on absolute truth, or the belief that one lone Truth dictates everything and people know what it is. A lower degree in this index shows more acceptance of differing thoughts or ideas. Society tends to impose fewer regulations, ambiguity is more accustomed to, and the environment is more free-flowing.

- **Masculinity vs. femininity (MAS)**: In this dimension, masculinity is defined as "a preference in society for achievement, heroism, assertiveness and material rewards for success". Its counterpart represents "a preference for cooperation, modesty, caring for the weak and quality of life". Women in their respective societies tend to display different values. In feminine societies, they share modest and caring views equally with men. In more masculine societies, women are somewhat assertive and competitive, but notably less than men. In other words, they still recognize a gap between male and female values. This dimension is frequently viewed as taboo in highly masculine societies.
- **Long-term orientation vs. short-term orientation (LTO)**: This dimension associates the connection of the past with the current and future actions/challenges. A lower degree of this index (short-term) indicates that traditions are honored and kept, while steadfastness is valued. Societies with a high degree in this index (long-term) view adaptation and circumstantial, pragmatic problem-solving as a necessity. A poor country that is short-term

oriented usually has little to no economic development, while long-term oriented countries continue to develop to a level of prosperity.

- **Indulgence vs. restraint (IND):** This dimension refers to the degree of freedom that societal norms give to citizens in fulfilling their human desires. Indulgence is defined as "a society that allows relatively free gratification of basic and natural human desires related to enjoying life and having fun". Its counterpart is defined as "a society that controls gratification of needs and regulates it by means of strict social norms".

98. HOOLIGANISM

➔ Hooliganism is disruptive or unlawful behavior such as rioting, bullying, and vandalism, usually in connection with crowds at sporting events.

➔ Football hooliganism may be defined by antisocial behavior that takes place by football supporters.

99. HOPELESSNESS THEORY

The Hopelessness Theory of depression is a vulnerability-stress model that describes the etiology of a subtype of depression—"Hopelessness Depression"—in terms of the operation of cognitive vulnerabilities and the occurrence of negative life events (Abramson et al., 1989).

Specifically, a style or tendency to infer negative characteristics about the self, negative consequences for the future, and stable, global causes for negative events is hypothesized to increase the likelihood that negative inferences about causes, consequences, and the self will be made when a negative event occurs, thereby increasing the likelihood that hopelessness and the symptoms of Hopelessness Depression will

develop. Hopelessness is considered the proximal cause of the development of Hopelessness Depression, a depression subtype that shares defining features of traditional depressive disorders but involves a specific subset of symptoms (see Alloy et al., 2000 for criteria).

To read more:

https://kleimanlab.org/wp-content/uploads/2019/02/Liu_et_al-2015-Clinical_Psychology__Science_and_Practice.pdf

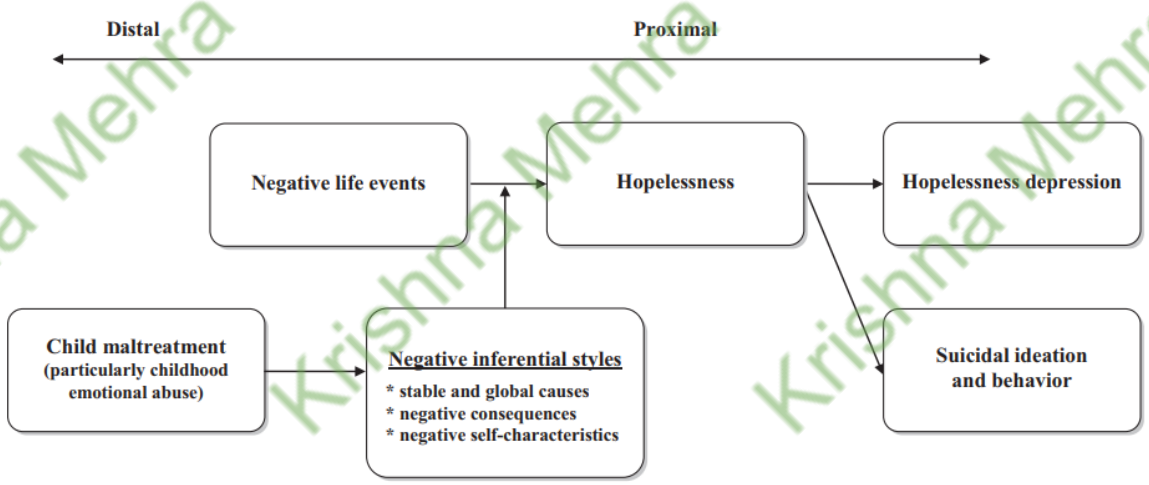

Figure 1. The etiological pathway to depression and suicide delineated in the fully elaborated hopelessness theory.

100. HOSTILE ATTRIBUTIONAL BIAS

Hostile attribution bias, or hostile attribution of intent, is the tendency to interpret others' behaviors as having hostile intent even when the behavior is ambiguous or benign.

This cognitive distortion is associated with such phenomena as aggression, conduct disorders, narcissism, and externalization.

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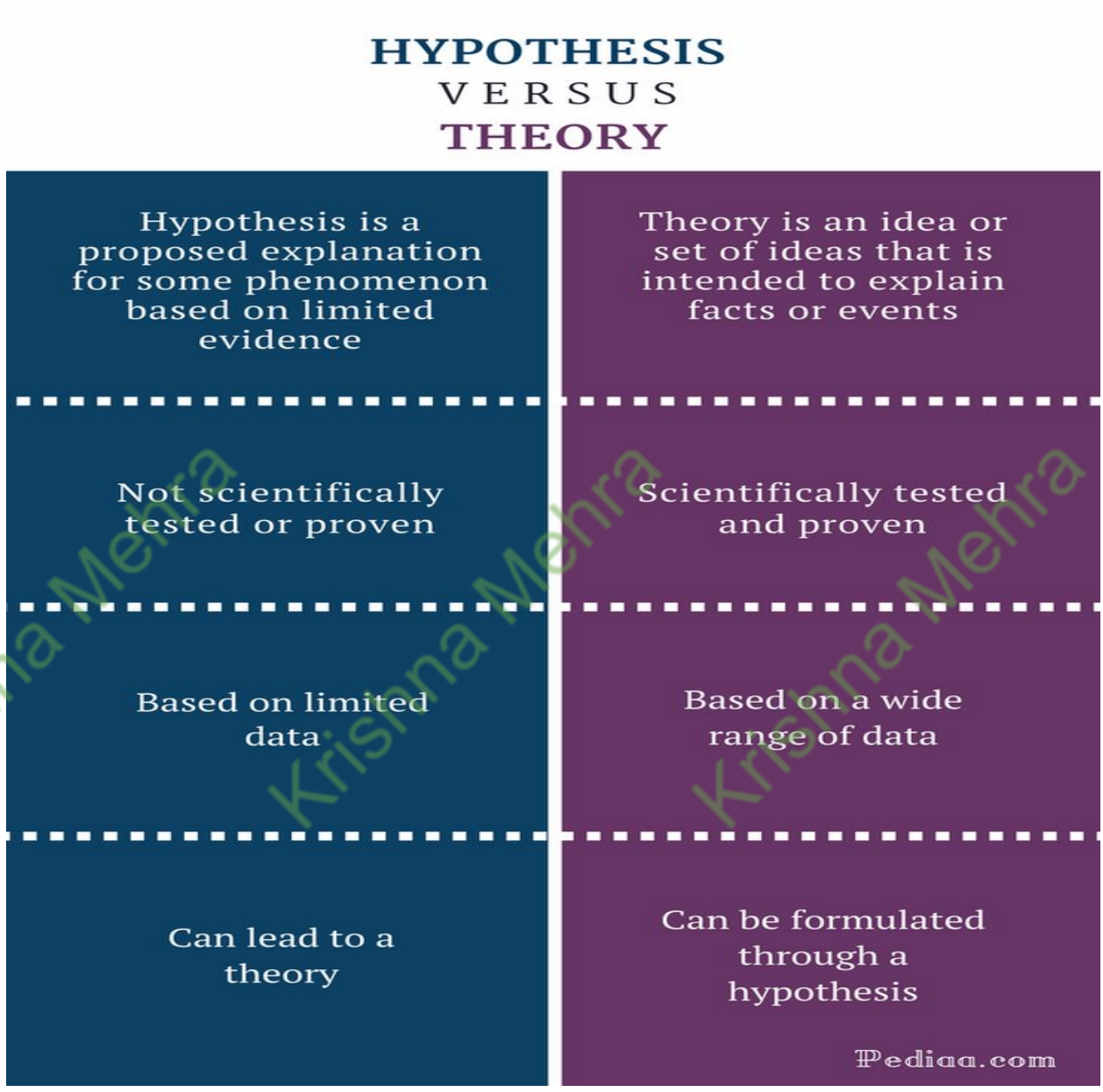
101. HYPERALGESIA

Increased sensitivity to feeling pain and extreme response to pain. Hyperalgesia may occur when there is damage to the nerves or chemical changes to the nerve pathways involved in sensing pain. This may be caused by tissue injury or inflammation or by taking certain drugs, such as opioids, for chronic pain

Krishna Mehra

102. HYPOTHESIS VS THEORIES


HYPOTHESIS
VERSUS
THEORY
Hypothesis is a proposed explanation for some phenomenon based on limited evidence
Theory is an idea or set of ideas that is intended to explain facts or events
Not scientifically tested or proven
Scientifically tested and proven
Based on limited data
Based on a wide range of data
Can lead to a theory
Can be formulated through a hypothesis
Pediaa.com

103. HYSTERIA

- Hysteria is a term used to describe emotional excess, but it was also once a common medical diagnosis.

- In layman's terms, hysteria is often used to describe emotionally charged behavior that seems excessive and out of control.
- When someone responds in a way that seems disproportionately emotional for the situation, they are often described as hysterical.
- During the Victorian era, the term was often used to refer to a host of symptoms that were generally observed only in women.
- In 1980, the American Psychological Association changed their diagnosis of "hysterical neurosis, conversion type" to that of "conversion disorder."3 Today, psychology recognizes different types of disorders that were historically known as hysteria, including dissociative disorders and somatic symptoms, and related disorders.

104. IDIOGRAPHIC

NOMOTHETIC

- ❖ The term “nomothetic” comes from the Greek word “nomos” meaning “law”.
- ❖ Psychologists who adopt this approach are mainly concerned with studying what we share with others (i.e. **similarities between people)**.
- ❖ Therefore, the nomothetic approach involves establishing laws or generalizations that apply to all people.
- ❖ The psychometric approach to the study of personality compares individuals in terms of traits or dimensions common to everyone. This is a nomothetic approach and two examples are Hans Eysenck’s type and Raymond Cattell’s 16PF trait theories.

IDIOGRAPHIC

- ❖ The term "idiographic" comes from the Greek word "idios" meaning "own" or "private".
- ❖ Psychologists interested in this aspect of experience want to discover what makes each of us unique.
- ❖ No general laws are possible because of chance, free will and the uniqueness of individuals.
- ❖ At the other extreme Gordon Allport found over 18,000 separate terms describing personal characteristics.
- ❖ The approach tends to include qualitative data, investigating individuals in a personal and detailed way. Methods of research include case studies, unstructured interviews, self-reports, autobiographies, and personal documents.
- ❖ Idiographic and nomothetic approaches should not be seen as conflicting. It is more helpful to see them as complementary. The insights from an idiographic approach can shed more light on the general principles developed using the nomothetic approach.

105. IMPLOSIVE THERAPY

A technique in behavior therapy that is similar to flooding but distinct in generally involving imagined stimuli and in attempting to enhance anxiety arousal by adding imaginary exposure cues believed by the therapist to be relevant to the client's fear. Also called implosion therapy. Implosive therapy is a behavior therapy for individuals with anxiety problems and helping them to respond to future anxiety-producing situations rather appropriately. This therapy is carried out by recollecting and reviewing unpleasant, anxiety-producing scenes, often in order of increasing anxiety.

106. IN-BASKET TECHNIQUE

The in basket technique is probably one of the best know situation or simulation exercises used in assessment centres. It is a method of acquainting new or promoted employees with the complexities of their jobs by presenting them with a range of problems they might find in their 'in basket' when they take up the job. It also helps in acquainting employees about their job where a number of problems are kept in the "in-basket" (usually kept on the desk of the employee). The worker has to look at the problems which could also be complaints from different employees and simultaneously deal with those problems. As the employee solves these problem, he/she transfers them to the "out-basket". This technique is mainly used in selection and training of employees.

107. INCUBATION

Incubation is a stage in the creative or problem solving process in which attention (consciousness) is diverted from the task at hand and focuses on something else. After the incubation period a 'flash' of creative inspiration or the solution to the problem comes to mind. incubation refers to the unconscious processing of problems, when they are set aside for a period of time, that may lead to insights. For instance, it can help when solving a puzzle to take a break and do something else for a bit. When you return to the puzzle the solution will sometimes instantly come to you after not thinking about it for a bit.

108. INFERIORITY COMPLEX

The term inferiority complex comes from founder and father of Individual Psychology, Alfred Adler. It's basically a term used to denote an intense feeling of not belonging, or a feeling of being less than."An inferiority complex encompasses feelings of inadequacy or inferiority. These feelings may result from an actual physical defect, or they may show up in situations where we feel less intelligent than our peers. In other cases, the supposed inferiority may be concocted from purely imagined shortcomings.

109. INTROSPECTION ILLUSION

This refers to a cognitive bias that causes people to believe that they understand the underlying reasons and motives behind the choices that they make. Cognitive psychologists argue that **when people are asked about the reason for their choices, they usually make up answers that don't actually explain the rationale behind their**

choices. This is because even when people do not have sufficient insight into their feelings, they still wish to offer a rational explanation for their choices

110. ISOMORPHISM

Isomorphism, in psychology, is a concept found in Gestalt psychology that suggests that perception of stimuli and the physical representation of the stimuli are similar in form and shape. An example would be an internalized cognitive map of an area. It was first proposed by ***Wolfgang Köhler*** (1920), following earlier formulations by G. E. Müller (1896) and Max Wertheimer (1912).

111. JOB ANALYSIS

Job analysis in human resource management (HRM) refers to the process of identifying and determining the duties, responsibilities, and specifications of a given job. ... Job analysis in HRM helps establish the ***level of experience, qualifications, skills and knowledge needed to perform a job successfully.***

METHODS

- **Position Analysis Questionnaire.** The Position Analysis Questionnaire **(PAQ)** is a structured instrument developed at Purdue University by McCormick, Jeanneret, and Mecham. The PAQ contains items organized into six main dimensions: information input, mental processes, work output, relationships with other persons, job context, and other job-related variables such as work schedule, pay, and responsibility. The Position Analysis Questionnaire (PAQ) is designed to collect ***detailed information about the duties and responsibilities of the position*** you fill as it

currently exists. Job analysts or supervisors usually complete the position analysis questionnaire.

- **Critical Incident Technique.** The Critical Incident Technique (CIT) was developed and first used by John Flanagan and his students at the University of Pittsburgh in the late s and early s. The CIT is used to ***discover actual incidents of job behavior that makes the difference between a job's successful or unsuccessful performance*** (Flanagan,). The CIT is an excellent addition to a job analysis because the actual critical incidents can be used for future activities such as performance appraisal and training. The CIT's greatest drawback is that its emphasis on the difference between excellent and poor performance ignores routine duties. Thus, the CIT cannot be used as the sole method of job analysis.
- **Behaviorally Anchored Rating Scales**: To reduce the rating problems associated with graphic rating scales, Smith and Kendall developed behaviorally anchored rating scales **(BARS)**. BARS use ***critical incidents (samples of behavior) to formally provide meaning to the numbers on a rating scale.*** Although BARS are time- consuming to construct, the process is not overly complicated. mTo use the scale when actually rating performance, the supervisor compares the incidents she has recorded for each employee with the incidents on each scale. This can be done in one of two ways. The most accurate (and the most time-consuming) method compares each of the recorded incidents with the anchors and records the value of the incident on the scale that most closely resembles the recorded incident. This is done for each recorded incident. The value for each incident is summed and divided by the total number of incidents recorded for that dimension; this

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yields an average incident value, which is the employee's rating for that particular job dimension. In the second method (easier, but probably less accurate) all of the recorded incidents are read to obtain a general impression of each employee. This general impression is compared with the incidents that anchor each scale point. The scale point next to the incident that most closely resembles the general impression gained from the incidents then becomes an employee's score for that dimension.

The third way to use BARS (and the least recommended) is to use the incidents contained in the BARS to arrive at a rating of the employee without recording actual incidents. Instead, the BARS are only used to provide meaning to the scale points.

112. JOB ENRICHMENT

Job enrichment is a process that is characterized by adding dimensions to existing jobs to make them more motivating. Examples of job enrichment include adding extra tasks (also called job enlargement), increasing skill variety, adding meaning to jobs, creating autonomy, and giving feedback.

113. JOHN DEWEY

Dewey had a vital influence on psychology, education, and philosophy. His emphasis on progressive education contributed greatly to the use of experimentation rather than an authoritarian approach to knowledge.

Dewey's influence as a pioneer in the field of pragmatism allowed future thinkers and researchers to delve deeper into how a person's experience is connected to their ability to

gain knowledge. Over time, this has allowed others to make strides in modern clinical education and functional psychological study.

114. JONAH COMPLEX

Professor **Frank E. Manuel** coined the term but is often credited to **Abraham Maslow.**

The Jonah complex is the **fear of success or the fear of being one's best which prevents self-actualization**, or the realization of one's own potential. It is the fear of one's own greatness, the evasion of one's destiny, or the avoidance of exercising one's talents.

115. L T Q DATA

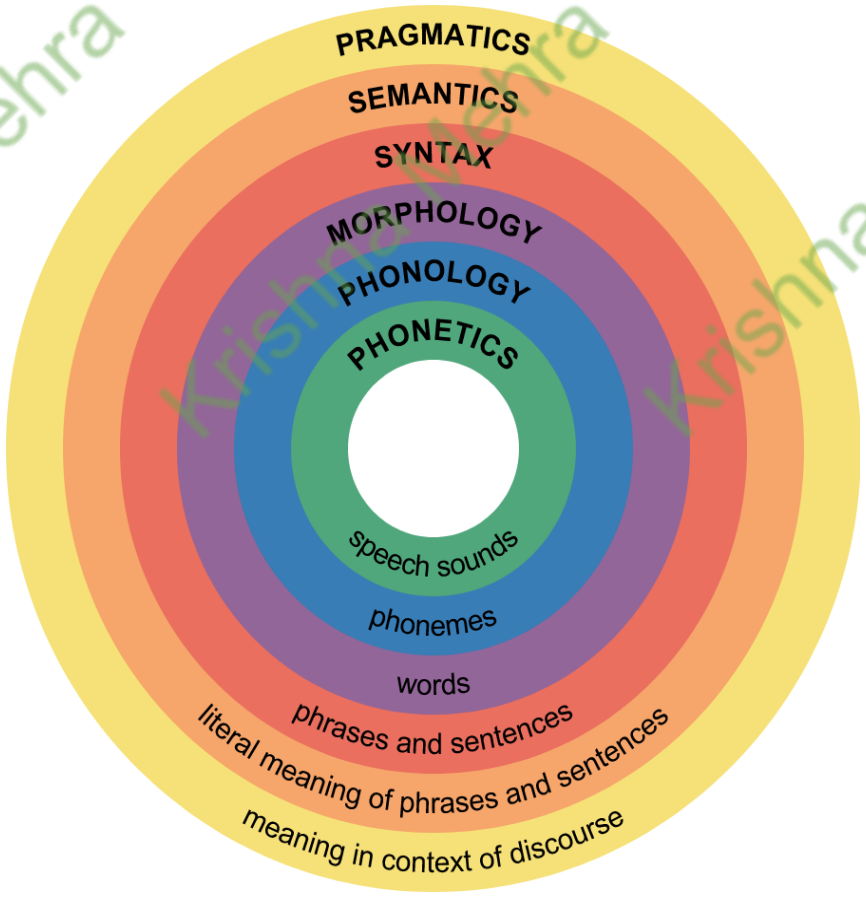
- ➔ To apply **factor analysis** to personality, **Cattell** found it necessary to use the widest possible range of variables. He came up with 3 types of comprehensive sampling. These included Life Data (L-Data), Experimental Data (T-Data), and Questionnaire Data (Q-Data).
- ➔ **L-Data**- life data- included collecting **data from one's everyday behaviors**. It also included **measuring their characteristic behavior patterns in everyday life**. For example, the number of parties one attends in a month, the number of divorces, or even their school GPA.
- ➔ **T-Data** studies one's reactions to standardized experiments in a lab environment. where the subject's behavior can be observed.

➔ **Q-Data** is based on questioning an individual about their own feelings and behavior in their everyday life. Cattell believed this questioning revealed subtle internal states and viewpoints that are harder to see in external behavior.

116. LANGUAGE ACQUISITION DEVICE (LAD)

The LAD is a structure in the brain that infants are born with, allowing them to quickly learn and understand language as they mature. (CHOMSKY).

117. LANGUAGE STRUCTURE



a. **Phonetics-** Phonetics, the **study of speech sounds** and their physiological production and acoustic qualities.

b. **Phonology-** The **study of speech structure** within a language, including both the patterns of basic speech units and the accepted rules of pronunciation, is known as phonology.

c. **Morphology-** is the **study of words**, how they are formed, and their relationship to other words in the same language. It analyzes the structure of words and parts of words such as stems, root words, prefixes, and suffixes.

d. Syntax- Syntax, the **arrangement of words in sentences, clauses, and phrases, and the study of the formation of sentences** and the relationship of their parts.

e. **Semantics** - Semantics means the **meaning and interpretation of words, signs, and sentence structure**. Semantics largely determine our reading comprehension, how we understand others, and even what decisions we make as a result of our interpretations. Semantics can also refer to the branch of study within linguistics that deals with language and how we understand the meaning.

f. **Pragmatics-** Pragmatics is a branch of linguistics concerned w**ith the use of language in social contexts** and the ways people produce and comprehend meanings through language

➔ **Morpheme** - A morpheme is the smallest linguistic part of a word that can have a meaning. In other words, it is the smallest meaningful part of a word. Examples of morphemes would be the parts "un-", "break", and "-able" in the word "unbreakable".

➔ **Phoneme** - A phoneme is the smallest unit in the sound system of a language; for example, the t sound in the word top

118. LEADER BEHAVIOUR DESCRIPTION EMERGENCE QUESTIONNAIRE

"The Leader Behavior Description Questionnaire (LBDQ) provides a technique whereby ***group members may describe the leader behavior of designated leaders in formal organizations.*** The LBDQ contains items, each of which describes a specific way in which a leader may behave. "The respondent indicates the frequency with which he perceives the leader to engage in each type of behavior by marking one of five adverbs: ***Always, often, occasionally, seldom, never.*** These responses are obtained from the members of the leader's immediate work-group, and are scored on ***two dimensions of leader behavior.***

119. LESS LEADS TO MORE EFFECT

The less-is-more effect refers to the finding that heuristic decision strategies can yield more accurate judgments than alternative strategies that use more pieces of information. Understanding these effects is part of the study of ecological rationality. Less-Leads-to-More Effect is the finding that offering individuals small rewards for engaging in counter-attitudinal behavior often produces more dissonance, and so more attitude change, than offering larger rewards. Less information can lead to more accuracy.

120. LEWIN FORCE FIELD ANALYSIS

Force Field Analysis was created by Kurt Lewin in the 1940s. Lewin originally used it in his work as a social psychologist. Today, however, it is also used in business, for making and communicating go/no-go decisions. The idea behind Force Field Analysis is that

situations are maintained by an equilibrium between forces that drive change and others that resist change, as shown in figure 1, below. For change to happen, ***the driving forces must be strengthened or the resisting forces weakened***.

121. LEWIN'S CHANGE MODEL

Kurt Lewin developed a change model involving three steps: ***unfreezing, changing, and refreezing***. The model represents a very simple and practical model for understanding the change process.

For Lewin, the process of change entails creating the perception that a change is needed, then moving toward the new, desired level of behavior, and finally, solidifying that new behavior as the norm. The model is still widely used and serves as the basis for many modern change models.

Unfreezing

Because many people will naturally resist change, the goal during the unfreezing stage is to ***create an awareness of how the status quo, or current level of acceptability, is hindering the organization in some way***. Old behaviors, ways of thinking, processes, people, and organizational structures must all be carefully examined to show employees how necessary a change is for the organization to create or maintain a competitive advantage in the marketplace. Communication is especially important during the unfreezing stage so that employees can become informed about the imminent change, the logic behind it, and how it will benefit each employee. ***The idea is that the more we know about a change and the more we feel it is necessary and urgent, the more motivated we are to accept the change.***

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Changing

Now that the people are 'unfrozen' they can begin to move. This changing step, also referred to as ***'transitioning' or 'moving,'*** is marked by the ***implementation of the change.*** This is when the change becomes real. It's also, consequently, the time that most people struggle with the new reality. It is a time marked with uncertainty and fear, making it the hardest step to overcome. During the changing step, people begin to learn new behaviors, processes, and ways of thinking. The more prepared they are for this step, the easier it is to complete.

Refreezing

Lewin called the final stage of his change model freezing, but many refer to it as refreezing to symbolize the act of ***reinforcing, stabilizing, and solidifying the new state after the change.*** The changes made to organizational processes, goals, structure, offerings, or people are accepted and refrozen as ***the new norm or status quo***.

Lewin found the refreezing step to be especially important to ensure that people do not revert back to their old ways of thinking or doing prior to the implementation of the change. Efforts must be made to guarantee the change is not lost; rather, it needs to be cemented into the organization's culture and maintained as the acceptable way of thinking or doing. Positive rewards and acknowledgment of individualized efforts are often used to reinforce the new state because it is believed that positively reinforced behavior will likely be repeated.

Some argue that the refreezing step is outdated in contemporary business due to the continuous need for change. They find it unnecessary to spend time freezing a new state

when chances are it will need to be reevaluated and possibly changed again in the immediate future.

122. LINKAGE ANALYSIS

Genetic linkage analysis is a powerful tool to detect the chromosomal location of disease genes. It is based on the observation that genes that reside physically close on a chromosome remain linked during meiosis.

123. LOCUS OF CONTROL

- ➔ A locus of control orientation is a belief about **whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our control (external control orientation),"** explained psychologist **Philip Zimbardo** in his book ***Psychology and Life.***
- ➔ In 1966, ***Rotter published a scale*** designed to measure and assess external and internal locus of control. The scale utilizes a forced choice between two alternatives, requiring ***respondents to choose just one of two possibilities*** for each item.
- ➔ People who base their success on their work and believe they control their life have an **internal locus of control**.
- ➔ In contrast, people who attribute their success or failure to outside influences have an **external locus of control.**

124. MBTI

Myers-Briggs Type Indicator

The Myers-Briggs Type Indicator (MBTI) is a self-help assessment test which helps people gain insights about how they work and learn. It is a framework for relationship-building, developing positivism, and achieving excellence. A personality test that taps four characteristics and classifies people into 1 of 16 personality types.

It is a 100-question personality test that asks people how they usually feel or act in particular situations.

Respondents are classified as ***extraverted or introverted (E or I), sensing or intuitive (S or N), thinking or feeling (T or F), and judging or perceiving (J or P).***

125. MCMA TOOL

Million clinical multiaxial inventory (MCMI-III): Based on Dr Theodore Millon's ground-breaking theory of personality and psychopathology, the MCMI-III (Millon Clinical Multiaxial Inventory-III) assessment provides one of the most well-researched and widely used measures of adult psychopathology available today.

126. MCQ : RECOGNITION

127. MELTING POT METAPHOR

A melting pot is a metaphor for a society where many different types of people blend together as one. ... A place like that is a melting pot, because the people — despite their differences — manage to coexist and live together as one nation. The melting pot is a

monocultural metaphor for a heterogeneous society becoming more homogeneous, the different elements "melting together" with a common culture;

128. MIRROR NEURONS

a brain cell that reacts both when a particular action is performed and when it is only observed. "the neural basis for empathy may be a system of mirror neurons"

129. MODEL OF LEADERSHIP EFFECTIVENESS

Situational Model: Fiedler Contingency Model

130. MODELS OF TEST SCORING

131. MR ICD 10

F70 **Mild** Mental Retardation : **50-69**

F71 **Moderate** Mental Retardation : **35-49**

F72 **Severe** Mental Retardation: **20-34**

F73 **Profound** Mental Retardation: **below 20**

F78 **Other** Mental Retardation

F79 **Unspecified** Mental Retardation.

132. MULTIMODAL THERAPY (MMT)

➔ A. Lazarus hypothesized that **most psychological problems are multifaceted**, multi-determined, and multilayered and that comprehensive therapy calls for a careful assessment of **seven reciprocally transactional dimensions or**

"modalities" in which individuals operate: **Behavior, Affect (emotion), Sensation, Imagery, Cognition, Interpersonal relationships, and Biological processes.**

MMT arose out of A. Lazarus's realization that there were significant treatment omissions in BT and in CBT, which he found too limited and narrow. Hence, in addition to focusing on behavior, cognition, and affect, MMT also thoroughly assesses imagery, sensations, interpersonal relationships, and biological factors, resulting in a seven-point **assessment framework termed the BASIC I.D.**

➔ the BASIC I.D. refers to:

- Behavior (our actions)
- Affect (our emotions)
- Sensation (our senses)
- Imagery (our ability to visualize, imagine, and think in pictures)
- Cognition (our language-based thinking)
- Interpersonal relationships (our intimate connections and other social involvements)
- Drugs (our physical bodies, health behaviors, and medical matters)

Therapeutically, MMT addresses response deficits and excesses within and across the BASIC I.D. and rests on a social and cognitive learning theory foundation. While rejecting theoretical integration (i.e., trying to blend together often incompatible theories of psychology).

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133. NAIVE REALISM

In social psychology, naïve realism is the human tendency to believe that we see the world around us objectively, and that people who disagree with us must be uninformed, irrational, or biased. ... The term, as it is used in psychology today, was coined by social psychologist Lee Ross and his colleagues.

134. NEO PIR TEST

The NEO PI-R, the standard questionnaire measure of the **Five Factor Model (FFM),** provides a systematic assessment of **emotional, interpersonal, experiential, attitudinal, and motivational styles--**a detailed personality description that can be a valuable resource for a variety of professionals. The NEO PI-R is a concise measure of the five major domains of personality, as well as the six traits or facets that define each domain. Taken together, the five domain scales and 30 facet scales of the NEO PI-R, including the scales for the **Agreeableness and the Conscientiousness** domains, facilitate a comprehensive and detailed assessment of normal adult personality. Although the manual has been updated with the introduction of the NEO-PI-3, NEO PI-R norms and forms have not changed. The **improved readability of the NEO PI-3** compared to the NEO PI-R allowed the newer measure to be used with **younger populations and adults with lower educational levels**. Additionally, with the replacement of the 37 items, the **psychometric properties of the NEO PI-3 were slightly improved** over the NEO PI-R.

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135. NICHE PICKING

Niche picking is a psychological theory that people choose environments that complement their heredity. For example, extroverts may deliberately engage with others like themselves. Niche picking is a component of **gene-environment correlation.**

136. NOCEBO EFFECT

A nocebo effect is said to occur when negative expectations of the patient regarding a treatment cause the treatment to have a more negative effect than it otherwise would have. For example, when a patient anticipates a side effect of a medication, they can suffer that effect even if the "medication" is actually an inert substance.The nocebo effect is the opposite of the placebo effect. It describes a situation where a negative outcome occurs due to a belief that the intervention will cause harm. It is a sometimes forgotten phenomenon in the world of medicine safety.

137. OMNIBUS HYPOTHESIS

any statistical test of significance in which more than two conditions are compared simultaneously or in which there are two or more independent variables. The analysis of variance is an example. a type of exam that simultaneously measures several different abilities. For example, a mathematics.

138. OPIOIDS

Opioids are a type of narcotic pain medication.Opioids are a class of drugs that include the illegal drug heroin, synthetic opioids such as fentanyl, and pain relievers available legally by prescription.

139. OPPOSITION PRINCIPLE

Opposition principle refers to Jung's idea that conflict between opposing processes or tendencies is necessary to generate psychic energy. Jung gives us three principles, beginning with the **principle of opposites**. Every wish immediately suggests its opposite. If I have a good thought, for example, I cannot help but have in me somewhere the opposite bad thought. In fact, it is a very basic point: In order to have a concept of good, you must have a concept of bad, just like you can't have up without down or black without white.According to **Jung,** it is the opposition that creates the power **(or libido)** of the psyche. It is like the two poles of a battery, or the splitting of an atom.

The second principle is the **principle of equivalence.** The **e*nergy created from the opposition is "given" to both sides equally.***

The final principle is the **principle of entropy**. This is the ***tendency for oppositions to come together, and so for energy to decrease, over a person's lifetime.***

When we are young, the opposites will tend to be extreme, and so we tend to have lots of energy. For example, adolescents tend to exaggerate male-female differences, with boys trying hard to be macho and girls trying equally hard to be feminine. And so their sexual activity is invested with great amounts of energy! Plus, adolescents often swing from one extreme to another, being wild and crazy one minute and finding religion the next.

As we get older, most of us come to be more comfortable with our different facets. We are a bit less naively idealistic and recognize that we are all mixtures of good and bad. We are less threatened by the opposite sex within us and become more androgynous. Even physically, in old age, men and women become more alike. This process of rising above our opposites, of seeing both sides of who we are, is called **transcendence.**

140. OPTIMISTIC BIAS

Optimistic bias is commonly defined as the mistaken belief that one's chances of experiencing a negative event are lower (or a positive event higher) than that of one's peers.

141. ORGANISATIONAL CHART

An organizational chart is a diagram that visually conveys a company's internal structure by detailing the roles, responsibilities, and relationships between individuals within an entity. Organizational charts are alternatively referred to as ***"org charts"*** or "organization charts."

142. ORGANISATIONAL CLIMATE

Organisational climate is a general expression of what the organisation is. It is the summary perception which people have about the organisation. It conveys the impressions people have of the organisational internal environment within which they work.

143. ORGANISATIONAL SOCIALISATION

Organizational socialization is the process by which people learn about, adjust to, and change the knowledge, skills, attitudes, expectations, and behaviors needed for a new or changing organizational role.

144. ORGANISATIONAL INTERVENTION TECHNIQUE (T GROUP)

T-Group training is generally used either for gaining a deeper understanding of self and personal growth or exploring group dynamics and the relationships between members as a strategy for team building interventions within organisations. A Training-Group, or T-Group, is a type of experience-based learning. Participants work together in a small group of 8-14 people, over an extended period. Learning comes through analysis of their own experiences, including feelings, reactions, perceptions, and behavior.

Sensitivity training is also known as T-groups (T for training). This technique is based on the assumption that a manager's behaviour is not how he thinks he behaves but how others view his behaviour.

145. ORTHOGRAPHIC DYSGRAPHIA

Dysgraphia is associated with poor orthographic, motor, and/or spatial skills usually accompanied by some degree of working memory issues.

Dysgraphia is a 'transcription disability', i.e. it is a learning difference that affects writing. It is associated with impaired handwriting, orthographic coding, and finger sequencing. It usually becomes evident because of the gap between the ideas or

understanding a child can demonstrate when speaking compared to when they are writing.

146. PARADOXICAL INTENTION

Paradoxical intention (PI) is a therapeutic procedure to treat the patients suffering with certain conditions and disorders such as phobias, insomnia and performance anxiety, etc. It is a cognitive method in which patients are persuaded to engage in their most feared behavior.

a therapeutic technique in which a client is directed by the therapist to continue undesired symptomatic behavior, and even increase it, to show that the client has voluntary control over it. Also called paradoxical intervention.

147. PERSEVERANCE EFFECT

The tendency for beliefs and schemas to remain unchanged even in the face of contradictory information.

148. PERSON ORGANISATION FIT

Person-job fit is generally the most common, and involves a candidate's suitability for tasks required to succeed in a specific job. ... Meanwhile, person-organization fit refers to a match between an organization's core values and culture and an individual's beliefs and values.

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149. PERSON PERCEPTION

In social psychology, the term "person perception" refers to the different mental processes that we use to **form impressions of other people.** This includes not just how we form these impressions, but the different conclusions we make about other people based on our impressions.

150. PETER DRUCKER GOAL SETTING

Management by objectives (MBO), also known as management by planning **(MBP**), was first popularized by Peter Drucker in his 1954 book The Practice of Management. ... MBO refers to the process of setting goals for the employees so that they know what they are supposed to do at the workplace.

151. PHENOMENOLOGICAL

the direct investigation and description of phenomena as consciously experienced, without theories about their causal explanation and as free as possible from unexamined preconceptions and presuppositions.

Phenomenology is a type of qualitative research in that its focus is in answering the 'what is it' question rather than questions of frequency or magnitude such as 'how much' and 'how many.

152. PLACEBO EFFECT

➔ The placebo effect is defined as a phenomenon in which some people experience a benefit after the administration of an inactive "look-alike" substance or

treatment. This substance, or placebo, has no known medical effect. Sometimes the placebo is in the form of a pill (sugar pill), but it can also be an injection (saline solution) or consumable liquid.

- ➔ It is important to note that a **"placebo" and the "placebo effect" are different things**.
- ➔ The term **placebo refers to the inactive substance itself**, while the term **placebo effect refers to any effects** of taking a medicine that cannot be attributed to the treatment itself.

153. PLACENTA

The placenta is a temporary organ that connects a growing baby to your uterus during pregnancy. It attaches to the wall of your uterus, usually on the top or side and acts as a lifeline that gives nutrients and oxygen to your baby through the umbilical cord. The placenta also removes waste from your baby's blood.

154. PREVENTION TYPES

Primary Prevention—intervening before health effects occur, through.

Secondary Prevention—screening to identify diseases in the earliest.

Tertiary Prevention—managing disease post diagnosis to slow or stop.

155. PROPRIUM: ALLPORT

a concept of the self—or that which is consistent, unique, and central in the individual—that was developed by **Gordon W. Allport**. According to Allport, the

proprium incorporates body sense, self-identity, self-esteem, self-extension, rational thinking, self-image, propriate striving, and knowing.

156. PROZAC DRUG

Prozac is an ***antidepressant.*** It is mainly used to treat major depression, obsessive-compulsive disorder, and panic disorder. Also known by its generic name, fluoxetine, Prozac is a ***selective serotonin reuptake inhibitor (SSRI).***

157. PSYCHOKINESIS/ TELEKINESIS

Psychokinesis, also called telekinesis, in parapsychology, is the action of mind on matter, in which objects are supposedly caused to move or change as a result of mental concentration upon them.

Extrasensory perception

158. PSYCHOLOGICAL CAPITAL

Psychological capital (PsyCap), describes an individual's psychological capacity that can be developed, and managed for performance improvement (Luthans, 2002).

These components include hope, self-efficacy, resilience and optimism. These four pillars of psychological capital play different roles in increasing the level of positivity and hence, help in increasing the levels of productivity within different institutions (Avey et al., 2009).

159. PSYCHOLOGICAL FIDELITY

psychological fidelity refers to how closely the situation engages students in the same mental processes experienced in the field. The level to which the participants should feel as though they are part of the virtual environment by ignoring the computer medium.

160. Q SORT TECHNIQUE

- Q-methodology (also known as Q-sort) is the systematic study of ***participant viewpoints.*** Q-methodology isDeveloped by William Stephenson in 1953
- Q methodology
- Comparative rating method than absolute method
- It is a method of ranking attitude or judgments and is particularly effective when the number of items to be ranked is large
- Kerlinger divided it into 2 categories: unstructured and structured.
- Q-methodology (also known as Q-sort) is the systematic study of participant viewpoints. Q-methodology is used to investigate the perspectives of participants who represent different stances on an issue, by having participants rank and sort a series of statements.
- used to investigate the perspectives of participants who represent different stances on an issue, by having participants rank and sort a series of statements.

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161. REACTION TIME

the time that elapses between the onset or presentation of a stimulus and the occurrence of a specific response to that stimulus. There are several types, including simple reaction time and choice reaction time. Reaction time can be used to assess various psychological constructs. To assess negative affect, for example, a researcher might measure the time between presentation of various words with emotional connotations and a participant's indication that each word is either "positive" or "negative." Also called **response latency;** response time.

162. REALISTIC CONFLICT THEORY

Realistic Conflict Theory (RCT) is a social model that attempts to explain why prejudice, negative stereotypes, and discrimination are developed towards members of other social groups. Socioeconomic status, ethnicity, and differing lifestyles are often examples of factors that separate people into different groups.

163. RECURSIVE THOUGHT

The process of solving large problems by breaking them down into smaller, simpler problems that have identical forms. "I think, therefore I am," is an example of recursive thought, because the thinker has inserted himself into his thought. Recursion enables us to conceive of our own minds and the minds of others.

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164. REPLICATION

Replication is a term referring to the repetition of a research study, generally with different situations and different subjects, to determine if the basic findings of the original study can be applied to other participants and circumstances.

165. ROSENBAUM'S PROVOCATIVE PROPOSAL

Rosenbaum's provocative proposal that attraction is not increased by similar attitudes but is simply decreased by dissimilar attitudes. This hypothesis is incorrect as stated, but it is true that dissimilar attitudes tend to have negative effects that are stronger than the positive effects of similar attitudes.

166. SCAFFOLDING/ INSTRUCTIONAL SCAFFOLDING/ VYGOTSKY SCAFFOLDING

- ➔ Scaffolding is an **instructional metho**d in which teachers demonstrate the process of problem-solving for their students and explain the steps as they go along. ... The teacher would then 'fade' away and allow the students to work independently and only offer assistance if requested from the student.
- ➔ Instructional scaffolding, also known as "Vygotsky scaffolding" or just "scaffolding," is a **teaching method** that helps students **learn more by working with a teacher or a more advanced student to achieve their learning goals.**

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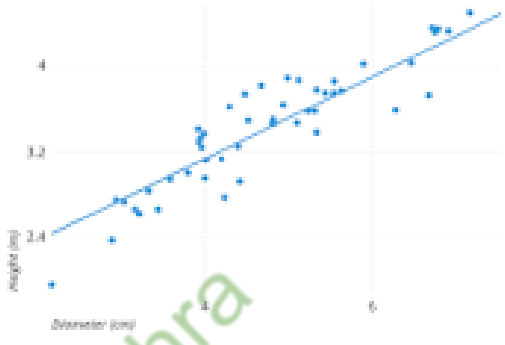
167. SCALAR PRINCIPLE

The scalar principle refers to a linear flow of communication in an organization, where information is relayed through an unbroken chain from upper management down to all employees.

It is a classic management system, a rule that implies the subordinates following the chain of command at every organizational level. This means that employees must not directly communicate with their seniors. Instead, they can communicate through their immediate or intermediate seniors. When a business or an organization implements a scalar principle in their operations, superior-subordinate relationships are prevalent within such organizations. This also implies developing a special "channel through" system, which all communications between the superiors and the subordinates should pass.

168. SCATTER PLOT

A scatter plot (also called a scatterplot, scatter graph, scatter chart, scattergram, or scatter diagram) is a type of plot or mathematical diagram using Cartesian coordinates to display values for typically two variables for a set of data.



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169. SELECTION BIAS

Selection bias is a kind of error that occurs when the researcher decides who is going to be studied. It is usually associated with research where the selection of participants isn't random (i.e. with observational studies such as cohort, case-control and cross-sectional studies).

170. SELECTIVE ATTENTION

Selective attention refers to the processes that allow an individual to select and focus on particular input for further processing while simultaneously suppressing irrelevant or distracting information.

https://www.simplypsychology.org/attention-models.html

171. SELF DEPRECIATION

Self-deprecation is a form of self-talk that reflects a cognitive state, such as low self-esteem or negative self-regard.

172. SELF REGULATION THEORY

Self-Regulation Theory (SRT) simply outlines the process and components of deciding what to think, feel, say, and do. It is particularly salient in the context of making a “good” choice.

Four components are involved:

1. **Standards** of desirable behavior
2. **Motivation** to meet standards

3. **Monitoring** of situations and thoughts that precede breaking standards

4. **Willpower** internal strength to control urges

These four components interact to determine self-regulatory activity at any given moment. According to SRT, behavior is determined by personal standards of good behavior, motivation to meet those standards, the degree to which one is consciously aware of circumstances and actions, and the extent of willpower to resist temptations and choose the "right" path.

https://www.iyi.org/wp-content/uploads/2020/02/Self-Regulation-Handout.pdf

173. SELF SYSTEM

Self system (also referred to as self dynamism) is a personality construct devised by Harry S. Sullivan to describe a person's experiences of social approval and disapproval, resulting first from the mother and later from other significant people in his or her life.

Sullivan used the notion "personification of the self" to denote the contents of one's own self-image. He proposed the sense of self, or self system, begins to evolve during the first year of life as a consequence of interpersonal experiences of social approval and disapproval between child and mother.

Sullivan's self system may be described as "two-edged sword" because it was created negatively to avoid anxiety and positively to gain satisfaction. In this way, the infant is interacting with the environment, and particularly the mothering one, establishing a set of interrelated schemes for achieving such satisfaction. It is this set of schemes which begins to constitute the infant's self system or personality. Unlike the

soul, the self system is constantly gaining in complexity as the individual develops in ongoing social situations.

More to read on: https://ifioque.com/social-psychology/self_system

174. SENSATION SEEKING

Sensation-seeking, also called thrill-seeking or excitement-seeking, is the tendency to pursue new and different sensations, feelings, and experiences. The trait describes people who chase novel, complex, and intense sensations, who love experience for its own sake, and who may take risks to pursue those experiences.

175. SENSITIVITY TRAINING

Source 1

Sensitivity training refers to one of the organizational development techniques which through counseling methods works on increasing employee well-being, self-awareness of an individual's own prejudices and sensitivity to others.

Source 2

Sensitivity training is defined as an unorganized meeting that is held between a few members away from their workplace to gain a better insight into their own as well as the behavior of others.

It makes people aware of the dynamics of interaction as well as the goals and prejudices of their own and others.

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Sensitivity training is a development training program that tries to increase the well-being of the participants. It refers to their changing behavioral pattern through free interactions and discussions within the group.

Source 3

sensitivity training, psychological technique in which intensive group discussion and interaction are used to increase individual awareness of self and others; it is practiced in a variety of forms under such names as T-group, encounter group, human relations, and group-dynamics training. The group is usually small and unstructured and chooses its own goals. A trained leader is generally present to help maintain a psychologically safe atmosphere in which participants feel free to express themselves and experiment with new ways of dealing with others. The leader remains as much as possible outside the discussion. Issues are raised by the group members, and their interactions evoke a wide variety of feelings. The leader encourages participants to examine verbally their own and others' reactions. It is believed that as mutual trust is developed, interpersonal communication increases, and eventually attitudes will change and be carried over into relations outside the group. Often, however, these changes do not endure. Sensitivity training seems to be most effective if sessions are concentrated and uninterrupted, as in several days of continuous meetings.

Sensitivity-training methods derived in large part from those of group psychotherapy. They have been applied to a wide range of social problems (as in business and industry) in an effort to enhance trust and communication among individuals and groups throughout an organization.

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176. SERIATION

n. the process of arranging a collection of items in a specific order (series) on the basis of a particular dimension (e.g., size). According to Piagetian theory, this ability is necessary for understanding the concepts of numbers, time, and measurement and is acquired by children during the concrete operational stage.

177. SIGNAL DETECTION THEORY

A very basic idea about SDT- for an entrance perspective a candidate has to cover this topic in brief- https://psych.hanover.edu/JavaTest/SDT/

https://isle.hanover.edu/Ch02Methods/Ch02SDTBasic_evt.html

178. SINGLISM

singlism — stereotyping, stigmatizing, and discrimination against people who are single

179. SPIRITUAL APPROACH TO COUNSELING: JUNG

Jungian therapy is a type of psychodynamic psychotherapy that helps in personal growth and development. The Jungian approach to therapy states that when our inner Self or the "divine" inside us is blocked, it results in issues such as depression, addiction, anxiety, etc.

180. SPONTANEOUS RECOVERY

the reappearance of learned response after the extinction.

181. SSRI: ELAVIL

182. STRANGE SITUATION AND ATTACHMENT Q SORT

https://www.simplypsychology.org/mary-ainsworth.html#:~:text=The%20strange%20situation%20is%20a,of%20nine%20and%2018%20months.

183. STRESS MODELS

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Shelly e taylor

184. SUBLIMINAL CONDITIONING

Subliminal Conditioning (of attitudes) is classical conditioning of attitudes **by exposure to stimuli that are below the threshold of conscious awareness.**

The most classic examples of subliminal advertising and messaging include: Embedding a message in a song, either in the higher or lower frequencies or by singing something backward. Words and images briefly flashing in-between frames of film, usually at one-tenth of a second.

185. T SCORE

A ***t-score*** (a.k.a. a t-value) is equivalent to the number of standard deviations away from the mean of the t-distribution.

The t-score is the test statistic used in t-tests and regression tests. It can also be used to describe how far from the mean an observation is when the data follow a t-distribution.

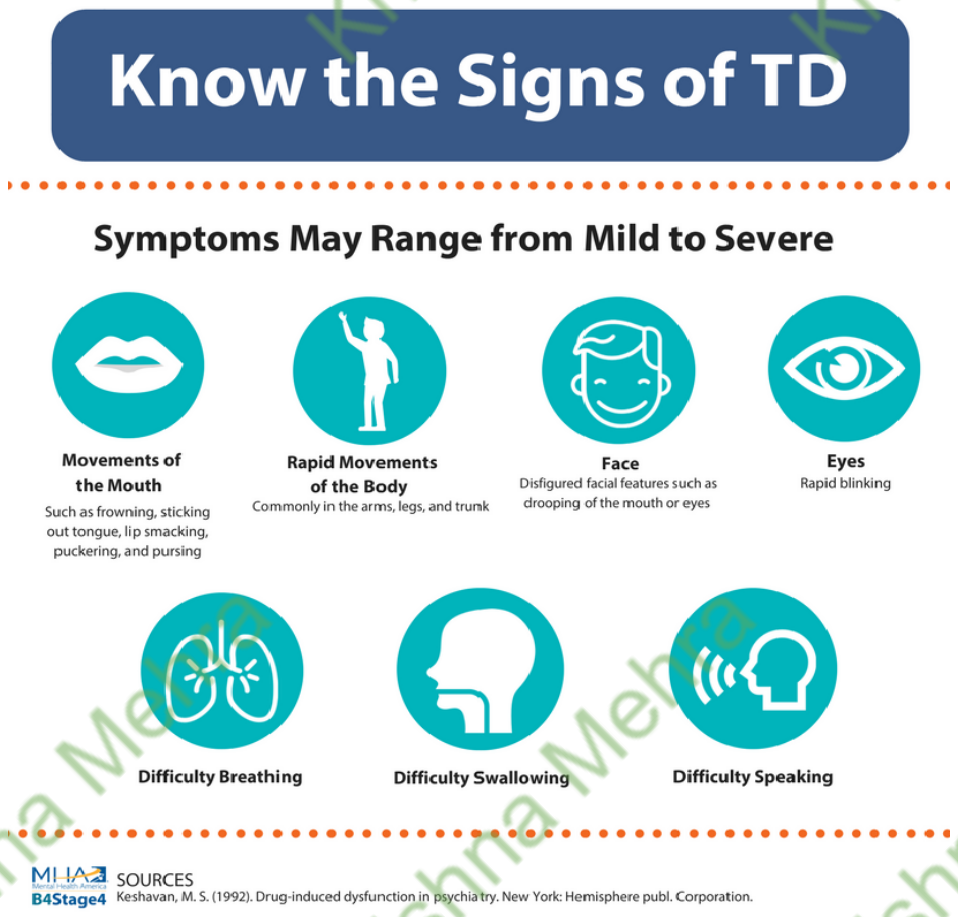
The ***t-distribution*****,** also known as Student's t-distribution, is a way of describing data that follow a bell curve when plotted on a graph, with the greatest number of observations close to the mean and fewer observations in the tails.

It is a type of normal distribution used for smaller sample sizes, where the variance in the data is unknown.

186. TARDIVE DYSKINESIA

Tardive dyskinesia is a **side effect of antipsychotic medications**. These drugs are used to treat schizophrenia and other mental health disorders.

TD causes stiff, **jerky movements of your face and body that you can't control**. You might blink your eyes, stick out your tongue, or wave your arms without meaning to do so.


Know the Signs of TD
Symptoms May Range from Mild to Severe
Movements of the Mouth
Such as frowning, sticking out tongue, lip smacking, puckering, and pursing
Rapid Movements of the Body
Commonly in the arms, legs, and trunk
Face
Disfigured facial features such as drooping of the mouth or eyes
Eyes
Rapid blinking
Difficulty Breathing
Difficulty Swallowing
Difficulty Speaking
B4Stage4
SOURCES
Keshavan, M. S. (1992). Drug-induced dysfunction in psychia try. New York: Hemisphere publ. Corporation.

187. TEMPORAL SUMMATION

a neural mechanism in which an impulse is propagated by two successive postsynaptic potentials (PSPs), neither of which alone is of sufficient intensity to cause a response. The partial depolarization caused by the first PSP continues for a few milliseconds and is able, with the additive effect of the second PSP, to produce an above-threshold depolarization sufficient to elicit an action potential.

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188. TERROR MANAGEMENT

Terror management theory was first proposed by Jeff Greenberg, Tom Pyszczynski, and Sheldon Solomon in 1986.

Most psychologists consider TMT to be a sort of evolutionary trait. Humans naturally became aware of dangerous threats as a means of preserving their lives and continuing their gene pool. The deep existential anxiety that comes with that knowledge is an unfortunate byproduct of this evolutionary advantage.

The theory argues that "culture reduces the terror engendered by awareness of our vulnerability and mortality by providing a shared symbolic conception of reality that imputes order, predictability, significance, and permanence to our lives" (Greenberg et al., 1986, p. 206).

189. THEORY THEORY PERSPECTIVE

- The theory-theory is a scientific theory relating to the human development of understanding about the outside world. This theory asserts that individuals hold a basic or 'naïve' theory of psychology ("folk psychology") to infer the mental states of others, such as their beliefs, desires, or emotions.
- Theory-theory states that children naturally attempt to construct theories to explain their observations. As all humans do, children seek to find explanations that help them understand their surroundings.

190. THEORY X Y C Z

- Douglas McGregor proposed two distinct views of human beings: one basically **negative**, labeled **Theory X**, and the other **positive**, labeled **Theory Y.**

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- ➔ Under **Theory X**, managers believe employees inherently dislike work and must therefore be directed or even coerced into performing it.
- ➔ Under **Theory Y**, in contrast, managers assume employees can view work as being as natural as rest or play, and therefore the average person can learn to accept, and even seek, responsibility.
- ➔ **Theory Z**, **William Ouchi** developed Theory Z after making a comparative study of Japanese and American management practices.
- ➔ Theory Z is an **integrated model of motivation**. Theory Z suggests that large complex organizations are human systems and their effectiveness depends on the quality of humanism used.
- ➔ A type Z organization has **three major features—trust, subtlety, and intimacy.**

The distinguishing features of Theory Z are as follows:

a. Mutual Trust

b. Strong Bond between Organisation and Employees:

c. Employee Involvement:

d. Integrated Organisation:

e. Coordination:

f. Informal Control System:

g. Human Resource Development:

- ➔ Under Theory' Z, the **potential of every person is recognized** and attempts are made to develop and utilize it through job enlargement, career planning, training, etc.
- ➔ Theory Z is a hybrid system that incorporates the strengths of American management (individual freedom, risk-taking, quick decision-making, etc.) and Japanese management

(job security, group decision-making, social cohesion, holistic concern for employees, etc.) systems.

191. TYPE A B C D H Z

Good Reference for the topic-

https://www.hiresuccess.com/help/understanding-the-4-personality-types

Type H or Hardy Personality - The hardy personality encompasses concepts in three realms: control; commitment and challenge, involving the belief that one can control or influence the events of own experience, the ability to feel fully involved or engaged in the activities of own life, and anticipating change as an exciting challenge to personal growth, respectively.

192. UNCONSCIOUS INFERENCE

the hypothesis that perception is indirectly influenced by inferences about current sensory input that make use of the perceiver's knowledge of the world and prior experience with similar input. For example, consider two trees of the same height but different distances from the perceiver. The images of the trees that appear on the retina are of different sizes, but the knowledge that one tree is farther away than the other leads the perceiver to infer, without conscious effort, that in actuality the two trees are the same size. [proposed by Hermann von Helmholtz]

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193. VESTIBULAR STIMULATION

194. VICARIOUS REINFORCEMENT

Vicarious reinforcement occurs when (a) an individual observes another person (a model) behave in a certain way and experience a consequence perceived as desirable by the observer, and (b) as a result, the observer behaves as the model did. For example, suppose a shy child at school observes another student being praised by the teacher for speaking up in class. The observed student is the reinforced model. If the shy child would like to be praised by the teacher and therefore personally speaks up in class in the future, vicarious reinforcement has occurred. Educators commonly use vicarious reinforcement to shape the behavior of students.

195. VISUAL AGNOSIA

Agnosia is the loss of the ability to recognize objects, faces, voices, or places. It's a rare disorder involving one (or more) of the senses.

Agnosia usually affects only a single information pathway in the brain. If you have this condition you can still think, speak, and interact with the world.

There are several different types of agnosia. Visual agnosia, for example, is an inability to name or describe the use for an object placed in front of you when just looking at it. You'll still be able to reach for it and pick it up. You can also use your sense of touch to identify what it is or its use once you're holding it.

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196. WORK TEAMS

https://benchpartner.com/work-teams-in-organizational-behavior

197. ZUCKERMAN

Marvin Zuckerman represents the current approach taken by many psychologists who study traits. He developed an interest in one particular trait, and he has studied that trait in great detail. He called it ***sensation seeking***, and in order to study it carefully he also developed the Sensation Seeking Scale. The study of this trait has enjoyed a certain popular appeal, exemplified by the success of the X Games and, more recently, the popularity of televised mixed martial arts competitions.

198. YERKES DODSON LAW

Yerkes-Dodson law, which holds that a simple task is performed best when arousal levels are relatively high, and complex tasks are best performed when arousal levels are lower.

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